History Log

4001 - Richland County School District One (4001) Public District - FY 2025 - Sandel Elementary (4001059) Public School - School Renewal Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
9/3/2024 11:55:59 AM	Pat Ciccantelli	Status changed to 'School Renewal Plan Reviewed/Approved by SCDE District Plan Contact'.	S
4/28/2024 9:24:11 PM	Carol Miner	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/28/2024 9:24:04 PM	Carol Miner	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/28/2024 9:23:57 PM	Carol Miner	Status changed to 'School Renewal Plan Completed'.	S
4/28/2024 7:22:54 PM	Carol Miner	Status changed to 'School Renewal Plan Returned by LEA Strategic Plan District Contact'.	S
4/22/2024 11:20:53 AM	Claudia Brooks-McCallum	Status changed to 'School Renewal Plan Completed'.	S
3/29/2024 8:12:18 AM	Carol Miner	Status changed to 'School Renewal Plan Started'.	S
2/22/2024 12:57:17 PM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

School Renewal Plan Information

4001 - Richland County School District One (4001) Public District - FY 2025 - Sandel Elementary (4001059) Public School - School Renewal Plan - Rev 0

21st Century Graduate Profile

*** Plan Submission**

- ○ School does not utilize Cognia
- ◉ School utilizes Cognia

*** Phase of Plan**

- ◉ Initial 5-year plan
- ○ Update 1
- ○ Update 2
- ○ Update 3
- ○ Update 4
- ○ Update (due to Waiver)

*** State and Federal School Improvement Status - if applicable**

NA

School Plan Contact Information

*** Name**

Claudia Brooks-McCallum

*** Phone**

803-731-8906

*** Email**

claudia-brooks-mccal@richlandone.org

*** Principal's Name**

Claudia Brooks-McCallus

*** Board of Trustees Chairperson's Name**

Rev. Dr. Aaron Bishop

*** Date of Plan Approval by the Board**

04/23/2024

4001 - Richland County School District One (4001) Public District - FY 2025 - Sandel Elementary (4001059) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	*	Claudia Brooks-McCallum

Teacher

Name	*	Madelline Keese

Parent/Guardian

Name	*	Aquila McAlister

Community Member

Name	*	Janine White

School Level Administrators

Name	*	Makesia Sumpter

School Read to Succeed Literacy Leadership Team Lead

Name	*	Daniel Reyes

School Read to Succeed Literacy Leadership Team Member

Name	*	Stacy Mason-Howard

School Improvement Council Member(s)

Name	*	Christie Bowers

School Gifted and Talented Coordinator

Name	* Makesia Sumpter

School Federal Programs Coordinator

Name	* Alexis Greene

Other Stakeholders

Position	Name
Curriculum Resource Teacher	Pamela Cato

(Optional) Enter mission, vision, beliefs, and/or values.

VISION
Richland School District One, in collaboration with an engaged community, is committed to ensuring that each learner achieves his/her potential in a safe, caring, academically challenging and diverse learning environment that will develop productive citizens for a changing world.

MISSION
We are Richland One, a leader in transforming lives through education, empowering all students to achieve their potential and dreams.

CORE VALUES
The district's core values are:

- Collaboration – We believe everyone has a role to play in promoting student success, so we will embrace the diversity of our stakeholders by building an inclusive community to accomplish our goals.
- Equity – We are fair and just in providing opportunities for success for all.
- Excellence – We provide excellent educational experiences that ensure expanded opportunities for learners and prosperity for our community.
- Safety – We provide a culture and environment of emotional, intellectual, cyber and physical safety.
- Courage – We make bold decisions and take informed and thoughtful actions to meet present and future challenges.
- Compassion – We respect all people by offering care and compassion with integrity.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Sandel Elementary (4001059) Public School - School Renewal Plan - Rev 0

State Report Cards for Districts and Schools

*** Provide the link to your school's most recent Report Card**

https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9NDAwMTA1OQ

Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

Please check all applicable school designations below:

X Title I

? Priority

?Comprehensive School and Improvement (CSI)

?Additional Targeted Support and Improvement (ATSI)

?Targeted Support and Improvement Consistently Underperforming Subgroups (TSI)

Comprehensive Needs Assessment Committee Members:

- Claudia Brooks-McCallum, Principal
- Pamela Cato, CRT, Title One Inventory Coordinator
- Alexis Greene, Math Interventionist, 4th grade teacher, Title One Contact
- Daniel Reyes, Literacy Coach
- Montressa Ryan, Reading Interventionist
- Dawanda Richardson, Reading Interventionist, MTSS Chair
- Mildred Huff, Bookkeeper
- Janine White, Communities in Schools Site Coordinator
- Aquilla McAlister, Parent Representative
- Alisha Charleman, Parent Representative
- Kimberly Simon, School Counselor
- Margo Smalls, Parent Engagement Specialist
- Madelaine Daisy Keese, Art Teacher
- Jeannine Scott, Social Worker
- Kathrine Mack, Database Specialist

School Profile

The school profile section should contain the following information:

- Students by grade level, race/ethnicity, poverty percentage, English learners, students with disabilities, homeless, at-risk, chronically absent, gifted and talented, dropouts, graduation rates, college/career-ready
- Number of teachers, education levels of teachers, student teacher ratios

William S. Sandel Elementary school services a total of 488 students.

The data table below represents the number of students in each grade level, including their ethnicities.

Grade Level	Total in Grade	Asian	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Unclassified
-2	14	0	14	0	0	0	0	0	0
-1	33	0	28	2	0	2	0	1	0
0	77	1	70	3	0	1	0	2	0
1	77	2	65	7	0	0	0	3	0
2	62	2	54	4	0	1	0	1	0
3	75	0	61	3	0	9	0	2	0
4	84	2	76	1	0	2	0	3	0
5	66	0	59	4	0	2	0	1	0
Total	488	7	427	24	0	17	0	13	0

Narrative for School Profile (Students):

Of the 488 students serviced at Sandel Elementary, 82.31% qualify for free or reduced priced meals.

The school's current population of English language learners is 26 students. Our English language learners population encompasses various countries and range from students in grades Pre-K through 5.

William S. Sandel elementary school services 23 students with disabilities. Students receive resource and speech services. The student population that receives resources is 18 students, and 35 students receive speech.

For other student information, we currently have 3 students that are state identified as Gifted and Talented.

Sandel believes that students being present is essential for learning to take place. We currently have 73 AIPs and 9 families who have been petitioned to the court based on their number of absences.

We currently have no students in foster care, and 24 students that fall under McKenney Veto.

The data table below represents our current certified staff for FY2023, including gender and ethnicity.

Grade Level	Number of Teachers	Gender	Ethnicity	Content
3k/ Pre-Kindergarten	3	3 Females	2 African Americans 1 White	Self-Contained
Kindergarten	3	3 Females	3 African Americans	Self-Contained
First	4	4 Females	2 African Americans 1 Filipino	Self-Contained
Second	3	3 Females	3 African Americans	Self-Contained
Third	3	3 Females	3 African Americans	Self-Contained
Fourth	4	3 Females 1 Male	4 African Americans	Self-Contained
Fifth	3	3 Males	2 White 1 Filipino	Self-Contained
Related Arts	5.5	3 Males 3 Females	1 African American 1 Filipino American 1 Hispanic 3 White	2 Physical Education (1 male ½ day) 1 Music Teacher 1 Spanish Teacher 1 Art Teacher 1 Media Specialist

ESOL	1	1 Female	1 African American	1 ESOL
Special Services	5	5 Females	2 African Americans 1 White 2 Filipino	3 Self-Contained 1 Speech 1 Resource
Other	11	9 Females 2 Males	9 African Americans 1 Hispanic 1 White	1 Principal 1 Assistant Principal 1 Curriculum Resource Teacher 1 Reading Coach 1 School Counselor 3 Reading Interventionists 1 Math Interventionist 1 AAP (ELA and Math in grades 3 – 5) 1 Nurse

The daily school operations are manned by the school's secretary, database specialist and school receptionist. Other support staff includes 18 paraprofessionals and an in-school suspension supervisor. There are 3 IAs in Grade Pre-K, 3 IAs in Kindergarten, 1 IA in Second grade, 1 in First grade, 3 IA's in Third grade, and 6 5pecial Education IAs. We are also fortunate to have on staff a Parent & Family Engagement Specialist and a full-time Social Worker. The custodial staff consists of 2 full-time employees. The cafeteria staff includes 2 food servers and one cashier. William S. Sandel Elementary School has 45.5 certified teachers including 2 administrators and of the 45.5 certified staff members 3 are National Board certified.

Academics

The academics section should contain the following information:

- SC READY, SC PASS, KRA, STAR, MyIGDIS, ACT, WIN, Graduation Rate, District Benchmarks results, EOC, etc. Data included here should be broken down by subgroup. Subgroups include the following: grade levels, gender, race, students with disabilities, multi-lingual learners (if applicable), etc. Include data charts and written narratives to identify strengths and weaknesses among the data.

SC READY Reading Data

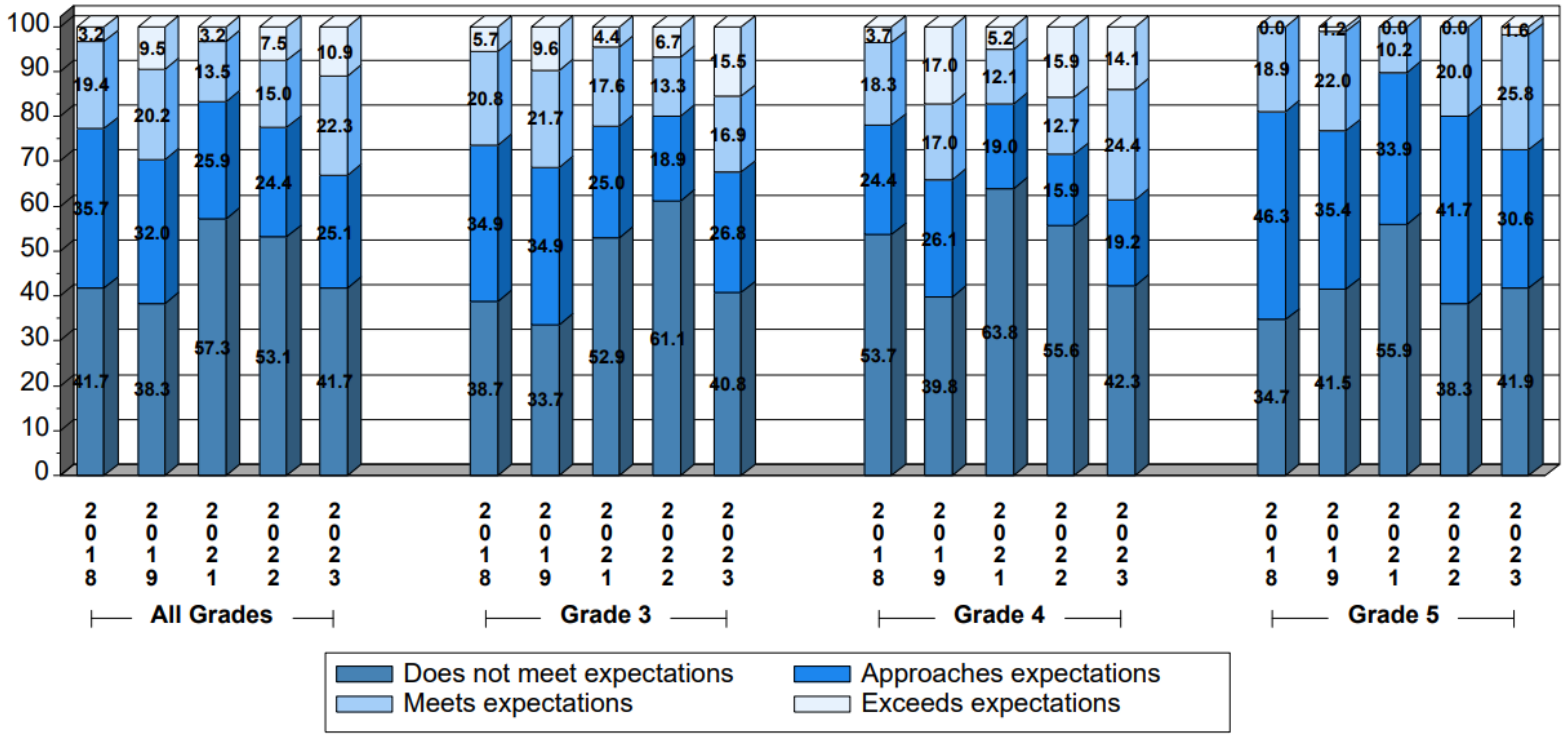
2023 SC READY Five-Year Summary Graphs

Percent Scoring at Each Performance Level by Grade and Subject

Excludes Students who Tested with Non-Standard Accommodations (Modifications)

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - July 26, 2023

~~ Sandel: English/Language Arts ~~



Note 1: Due to COVID-19, SC READY was not administered in 2020. This report excludes 2020 so that 5 years of test administration are shown for comparison.

Note 2: Per SCDE, districts and schools should use caution in interpretation of assessment results for the 2020-2021 school year due to testing conditions as a result of the pandemic. Results should not be interpreted in the same way as results from other school years. While the administration of this test is state mandated, some families did not feel comfortable bringing their child in for testing. When participation rates are low, the summary results may not be representative of the district or school populations.

Note 3: Students in grades 4 and 6 began taking the SC READY Science assessment in 2023. A comparison of SC READY Science scores will be added in the future as multiple years of data are available.

ejsm, R:\Research\SC READY\2022-2023\sas programs\scready_2023_subgroup_report.sas

1

Data by grade level:

The SCREADY Math Five-Year Summary Graph table indicates that students are struggling with elementary ELA in grades 3 and 4. Over 50% of students in each of these testing grades scored “Does Not Meet.” In grade 5, 38.3% scored “Does Not Meet.” The school has invested in CRP, Saturday Academy, and intensive small group reading intervention in hopes the students score higher in Spring 2023.

SC Ready Reading								
Grade/ Subgroup	Does Not Meet # %		Approaches # %		Meets # %		Exceeds # %	
3 (90)	55	61.1	17	18.9	12	13.3	6	6.7
4 (63)	35	55.6	10	15.9	8	12.7	10	15.9
5 (60)	23	38.3	25	41.7	12	20.0	0	0
AA Males (104)	60	57.7	28	26.9	10	9.6	6	5.8
AA Females (83)	42	50.6	19	22.9	18	21.7	4	4.8
	16	88.9	1	5.6	1	5.6	0	0

SPED (18)								

According to the SC Ready Reading data, 3rd-5th grade shows that additional support is needed. Over 50% of students in grades 3 and 4 scored “Does Not Meet”, and 38.3% in 5th grade. The data also shows that less African American females scored “Does Not Meet” than African American males, and more African American females scored “Meets” than African American males. Our goal is to close reading gaps by implementing reading nooks throughout the school and engaging students in enjoyable reading experiences.

STAR Reading Data

STAR Early Literacy/ Reading Winter Results

Number and percentage of students in each group

Grade/ Subgroup	Urgent Intervention		Intervention		On Watch		At/ Above Benchmark	
	#	%	#	%	#	%	#	%
K	14	18.9	4	5.4	9	12.2	47	63.5
1	7	9.7	22	30.6	11	15.3	32	44.4
2	16	25.8	10	16.1	7	11.3	29	45.8

3	18	28.6	7	11.1	12	19	26	41.3
4	27	33.8	12	15	13	16.3	28	35
5	15	30	12	24	8	16	15	30
AA Males	52	27.7	31	16.5	23	12.2	82	43.6
AA Females	33	19.8	29	17.4	32	19.2	73	43.7
MLL	6	30	1	5	3	15	10	50
SPED	16	64	4	16	4	16	1	4
AAP	0	0	0	0	3	8.3	33	91.7

The above reading data reflects that our students are continuing to progress to meet their SGP and to make academic achievements, however there is a decrease from kindergarten to second grade by almost 20%. Sixty-three percent of grade K students scored at or above benchmark and 44% of grade 1 students scored at or above benchmark on the winter assessment. As we transition to the upper grades, the percentage of students scoring at or above the district benchmark decreases. Only 41% of grade 3 students scored at or above showing the need to continue to support grade 3 students (how?). Currently, Sandel has 38 students on the grade 3 priority list. These students may be retained if they do not meet the minimum score on SCREADY Reading. The literacy coach provides weekly PLO sessions and guided planning sessions to promote teacher capacity with ELA.

According to data over the past 2 years, we noticed that students are not proficient readers when leaving grades kindergarten, first, and second. Sandel's goal is to have all first graders taking Star Reading by the winter testing window. According to the 2023 winter data, we have 66 kindergarteners, 43 first graders, and 20 second graders taking Star Early Literacy. According to the 2022 winter data we had 41 kindergarteners, 20 first graders, and 46 second graders. Therefore, we are planning to have instructional assistants in grades first and second.

The data table also breakdowns the largest subgroups of African American males and females, ESOL, resource, and AAP students. The SPED subgroup continues to show little to no growth in reading. ESOL students are making gains with reading. The local identified AAP student group is making huge gains with reading with over 91% scoring at/above benchmark.

SC READY Math Data

Data by grade level:

The SCREADY Math Five-Year Summary Graph table indicates that students are struggling with elementary math in grades 3 through 5. Over 50% of students in each of these testing grades scored “Does Not Meet.” The school has invested in CRP, Saturday Academy, and intensive small math groups in hopes the students score higher in Spring 2023.

SC Ready Math								
Grade/ Subgroup	Does Not Meet # %		Approaches # %		Meets # %		Exceeds # %	
	45	50	26	28.9	13	14.4	6	6.7

3 (90)								
4 (63)	32	50.8	16	25.4	11	17.5	4	6.3
5 (60)	34	56.7	19	31.7	4	6.7	3	5
AA Males (104)	52	50	32	30.8	14	13.5	6	5.8
AA Females (83)	49	59	21	25.3	10	12	3	3.6
SPED (18)	16	88.9	1	5.6	1	5.6	0	0

According to SC Ready Math Data, fifty percent or more of students in grades 3 through 5 scored “Does Not Meet”. The data also shows that more African- American males scored higher in “Approaches” than African-American females. This contributes to the need for additional professional development and real-life applications of the concept's students are learning in school.

STAR Math Data

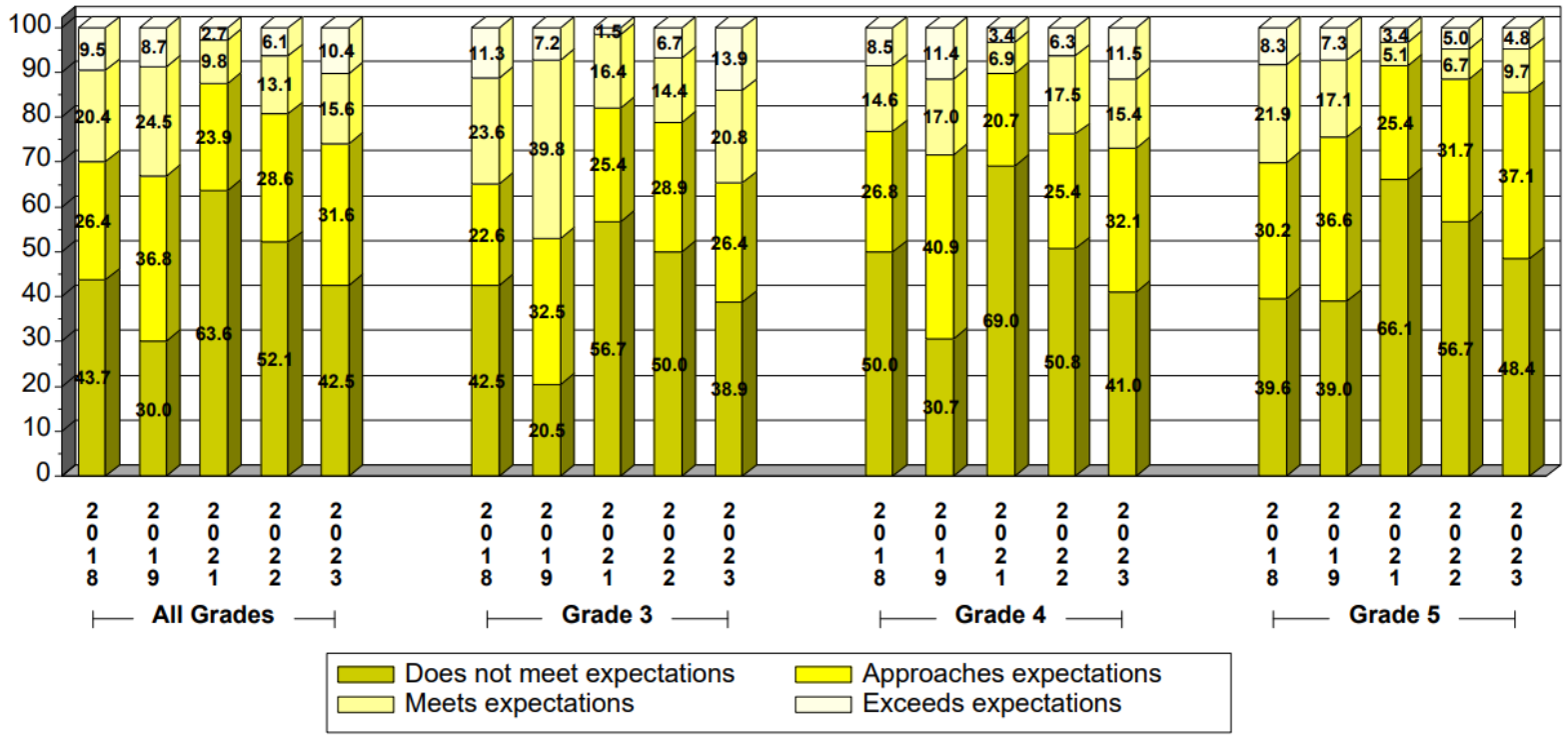
2023 SC READY Five-Year Summary Graphs

Percent Scoring at Each Performance Level by Grade and Subject

Excludes Students who Tested with Non-Standard Accommodations (Modifications)

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - July 26, 2023

~~ Sandel: Math ~~



Note 1: Due to COVID-19, SC READY was not administered in 2020. This report excludes 2020 so that 5 years of test administration are shown for comparison.

Note 2: Per SCDE, districts and schools should use caution in interpretation of assessment results for the 2020-2021 school year due to testing conditions as a result of the pandemic. Results should not be interpreted in the same way as results from other school years. While the administration of this test is state mandated, some families did not feel comfortable bringing their child in for testing. When participation rates are low, the summary results may not be representative of the district or school populations.

Note 3: Students in grades 4 and 6 began taking the SC READY Science assessment in 2023. A comparison of SC READY Science scores will be added in the future as multiple years of data are available.

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STAR Math Winter Results

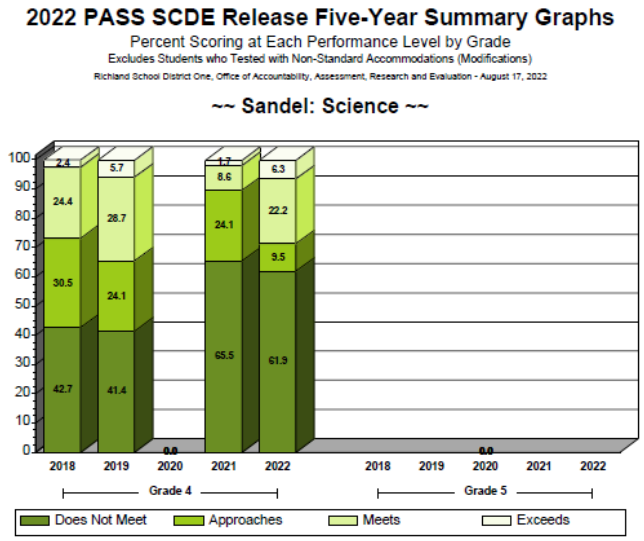
Number and percentage of students in each group

Grade/ Subgroup	Urgent Intervention		Intervention		On Watch		At/ Above Benchmark	
	#	%	#	%	#	%	#	%
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	3	4.2	7	9.7	13	18.1	49	68.1
2	12	19.4	8	12.9	9	14.5	33	53.2
3	14	20.9	10	14.9	9	13.4	34	50.7
4	23	28.8	13	16.3	12	15	32	40
5	12	24.5	12	24.5	7	14.3	18	36.7

AA Males	28	17.8	22	14	24	15.3	83	52.9
AA Females	30	23.3	22	17.1	16	12.4	61	47.3
MLL	4	22.2	4	22.2	2	11.1	8	44.4
SPED	13	56.5	4	17.4	4	17.4	2	8.7
AAP	0	0	0	0	3	8.3	33	91.7

The district goal in STAR math is that 75% of the students meet their SGP, Sandel has 60% of students meeting their goal. Sandel currently has 50.3% of students meeting at/above district benchmark level. According to the STAR math data, from first grade to fifth grade the percentage of students at/above benchmark decreases. Twenty-five percent of students in grades 3 – 5 are scoring in the urgent intervention category. The data shows that only 23.5% of students in grades 3-5 are projected to pass the state test. Therefore, there is a need for additional professional development in math. Also, the plan is to ensure that the math interventionist can do the assigned job next year. This year, they have been responsible for a homeroom classroom due to teacher vacancies. Professional development and guided planning also takes place in math just as it does in reading. The school is continuing to promote the Richland 1 Big 3 of manipulatives, number sense and problem solving.

SC PASS Data:

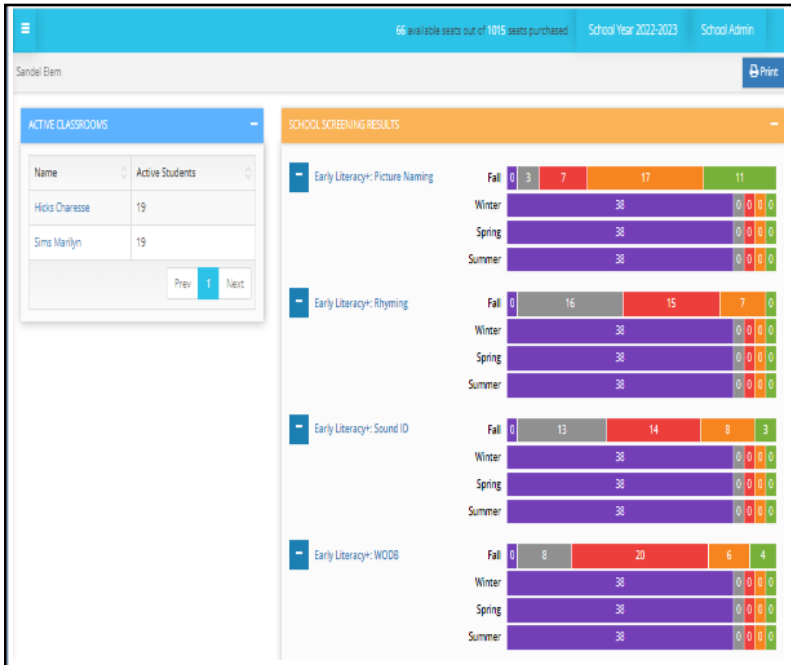


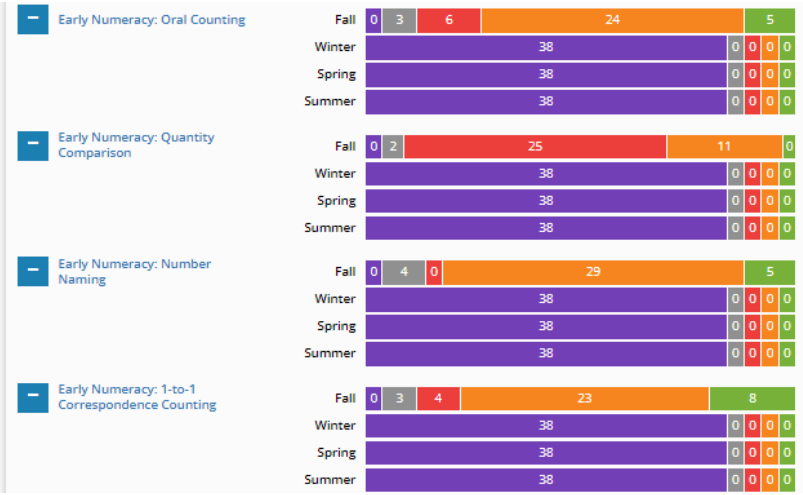
Kindergarten KRA Data:

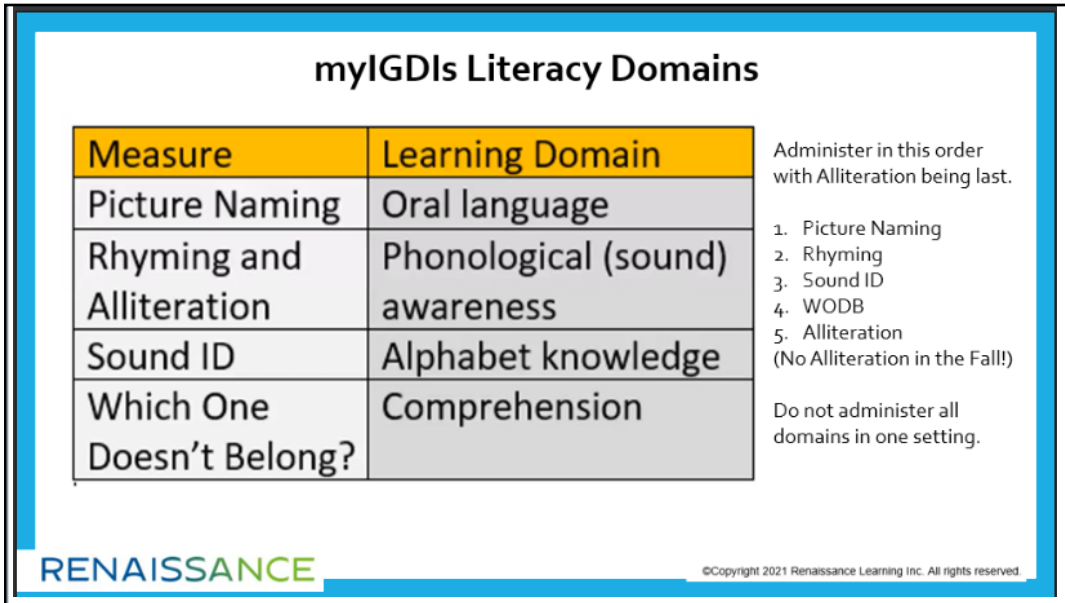
Narrative:

Within the first 45 days (about 1 and a half months) of school, kindergarten students are screened using the assessment tool Kindergarten Readiness Assessment (KRA). KRA is a developmentally appropriate instrument that measures a child's school readiness across multiple domains such as social foundations, language/literacy, mathematics, and physical well-being. Only 23% of the 74 kindergarten students who took KRA, scored "demonstrating readiness." Of these students who scored "demonstrating," only 13 attended pre-kindergarten at Sandel. 32% scored "approaching" and 44% scored as "emerging" to kindergarten. Often, we see many PK students leave Sandel, therefore, the kindergarten teachers do not benefit from the PK teachers' hard work and dedication.

Pre-Kindergarten MYIGDIS:


66 available seats out of 1015 seats purchased
School Year 2022-2023
School Admin
Sandel Elem
Print
ACTIVE CLASSROOMS
Name
Active Students
Hicks Charesse
19
Sims Marilyn
19
Prev
1
Next
SCHOOL SCREENING RESULTS
Early Literacy+: Picture Naming
Fall 0 3 7 17 11
Winter 38 0 0 0 0
Spring 38 0 0 0 0
Summer 38 0 0 0 0
Early Literacy+: Rhyming
Fall 0 16 15 7 0
Winter 38 0 0 0 0
Spring 38 0 0 0 0
Summer 38 0 0 0 0
Early Literacy+: Sound ID
Fall 0 13 14 8 3
Winter 38 0 0 0 0
Spring 38 0 0 0 0
Summer 38 0 0 0 0
Early Literacy+: WODB
Fall 0 8 20 6 4
Winter 38 0 0 0 0
Spring 38 0 0 0 0
Summer 38 0 0 0 0


Early Numeracy: Oral Counting
Fall 0 3 6 24 5
Winter 38 0 0 0 0
Spring 38 0 0 0 0
Summer 38 0 0 0 0
Early Numeracy: Quantity Comparison
Fall 0 2 25 11 0
Winter 38 0 0 0 0
Spring 38 0 0 0 0
Summer 38 0 0 0 0
Early Numeracy: Number Naming
Fall 0 4 0 29 5
Winter 38 0 0 0 0
Spring 38 0 0 0 0
Summer 38 0 0 0 0
Early Numeracy: 1-to-1 Correspondence Counting
Fall 0 3 4 23 8
Winter 38 0 0 0 0
Spring 38 0 0 0 0
Summer 38 0 0 0 0



Narrative:

Within the first 45 days (about 1 and a half months) of school pre-kindergarten students are screened using the assessment tool myIGDIs (Individual Growth Development Indicators). The assessment assesses Early Language, Literacy, and Numeracy in September. Each color band represents the number of students who scored in that range. The red color band represents at risk progress, orange represents moderate progress, green represents strong progress, and gray represents discontinued test because students fail to pass 1 or 2 of the sample questions. According to the data in the literacy screening results, 16 out of 38 students test was discontinued for rhyming,13 out of 38 students test was discontinued for sound identification, 8 out of 38 students test was discontinued for WODB, and 3 out of 38 students test was discontinued for picture naming. According to data in the numeracy screening results, 3 out of 38 students test was discontinued in oral counting, 2 out of 38 students test was discontinued in quantity and comparison, 4 out 38 students test was discontinued in number naming, and 3 out of 38 students test was discontinued in 1:1 correspondence counting.

Our school goal is to have our pre-kindergarten students ready for kindergarten and score "demonstrating" on the KRA assessment within the first 45 days (about 1 and a half months) of school. Therefore, pre-kindergarten teachers will progress monitor students with CFA's and PGA (pre-kindergarten growth assessment) in the winter that is aligned with KRA. Also, students will be assessed in spring using the assessment tool myIGDIs. The teachers receive weekly R1 professional development to establish both literacy and math routines that will prepare their pre-kindergarten students for kindergarten.

In 2022-2023 Richland One implemented a 3-year-old program. The programs provide developmentally appropriate teaching and learning opportunities for social, emotional, and academic awareness and growth.

Sandel has a 3-year-old program which consists of 14 students with a certified teacher and an instructional assistant.

Include academic data for all other tests applicable to your school.

Data must be broken down by subgroup with a corresponding written narrative.

Attendance

Students must attend school to succeed. Teachers and Instructional Assistants must also be present for students to learn. Teacher's attendance rate for 2023 is 93.2% as of the end of March and the previous year it was 92.9%.

Below is information from the Richland County School District One Office of Accountability Assessment Research and Evaluation reflects current numbers of Attendance Intervention Plans (AIPs) by grade level, the number of days missed for both in-school suspensions and out-of-school suspensions, the number of students who have participated in the Richland One RESET program and the students who have been brought to the Hearing Board this school

year. Also, shown on the table is district data for our school that reflects the average percentage of chronic absentees by grade level. The most noted from district reports is that Sandel has 139 students who are considered as "chronic absentees" which is over 28.7% of our student population, which is down from 176 students from the previous school year and over 30%.

Overall Sandel Attendance Data as of April 2023

Grade	Grade Population	Chronic Absentees	AIPs	Petitions	OSS	ISS	RESET	Hearing Board
Pre-K	47	2	0	0	1	0	0	0
0	78	20	8	1	3	3	1	0
1	77	27	14	3	3	3	0	0
2	62	23	7	1	2	3	1	0
3	74	20	9	1	13	8	1	2
4	84	22	16	3	11	3	0	0
5	66	19	11	0	8	6	1	4

SPED	N/A	6	5	0	0	0	0	0
Total	488	139	70	9	41	26	4	6

2022-2023 Chronic Student Absenteeism by Demographics

	Chronic Absentees		Percent Chronic Absentees by grade						Percent chronic absentees by Race/Ethnicity/Gender									
									African American		White		Hispanic		other			
Total	#	%	K	1	2	3	4	5	M	F	M	F	M	F	M	F	Sped	Not Sped
487	121	24.8	34.5	24.4	24.3	23.8	19.8	22.1	24.2	26.4	14.3	40	18.8	30	28.6	0	34.7	23.7

The school MTSS Team works with the Attendance Team to identify those students who have been chronically tardy and/or chronically absent. Once a student has missed at minimum 5 days, the parent is contacted with hopes of clearing absences. In turn, if absences are not cleared with medical excuses, additional contact is made with the family and in that communication, there is the possibility of an AIP. However, once a student has 10 or more unexcused absences, the student is placed on an AIP. Parents are able to send medical excuses and parent notes to clear the unexcused absences. It is the team's goal to work with the families and support them to reduce the number of absences and the need for AIPs. Support for families comes from our PFES, full-time Social Worker, School Counselor and our Community in Schools (CIS) representative.

The school's attendance team meets biweekly with the hopes of catching students early prior to many absences to reduce the number of AIPs. As the table shows, Sandel currently has 73 students with an AIP. The school invests in two monthly attendance meetings so that parents hear the importance of school attendance and students will have the opportunity to learn grade level standards. In these meetings, the team learns of any family hardships that may need to be addressed to help the family.

The attendance team also partnered with Community In Schools South Carolina (CISSC) to provide small incentives for students arriving at school on time on various dates throughout the school year. During grade level PTO meetings, the principal and social worker presented grade level data to parents pertaining to tardiness, truancy, as it relates to learning loss, and the impact on the school's academic testing reports. We recognize that elementary students are not in control of their absences or tardiness, so the school shares information and data with parents. However, it has been noted that the parents and students participating in those events are not the target audience for such conversations. We are looking to engage parents across the school population with this information in future events. The attendance team also met with grade level teams weekly to identify students who did not submit medical excuses or parent notes for unexcused absences. This helped the team to make direct contact with parents about unexcused absences. The MTSS Team and Attendance Team collaborated to identify high risk students during MTSS meetings for teachers. The team created an individualized plan that includes interventions such as parent communication, Attendance Intervention Plans (AIP), referrals to Communities In Schools of South Carolina (CISSC) and Social Work referrals. There is still a need to increase student incentives, recognition for daily attendance, rewards and parent awareness for the next school term.

Moving forward, the MTSS Team and Attendance Team will emphasize the importance of school arrival time with parents. We have many students who arrive late to school. Being only 15 minutes late each day of the school week equates to over one hour of missed instruction a week. Our school goal is to continue to monitor tardiness and strategize to implement effective evidence-based practices to promote school attendance and being on time each day. There is not a district policy on school tardiness which makes it difficult for the school to implement a school wide tardy policy.

Culture & Climate

In keeping with Richland School District One, Sandel Elementary School will prepare every student to be a successful, contributing citizen in a global society by providing an effective and high-quality education. We will constantly be reminded that: 'We are Richland One, a leader in transforming lives through education, empowering all students to achieve their potential and dreams." One Vision-One Mission-One Common Purpose. Sandel Elementary School leaders, faculty, and students can often be caught saying "Sandel Elementary, where great things happen on the river.

This year, Sandel has embraced the Richland One credo 'Team One, One Team', constantly reminding each other to work as one towards a common goal. It takes every single human in the building to achieve student growth and performance. In order for students to reach the SGP district goal and perform at the highest level on the State Assessment, students must want to attend school. After attending the Ron Clark Academy Professional Development, teachers and administrators decided to implement practices to improve the overall culture of Sandel Elementary School. Some of these practices include: playing upbeat music as children enter the building both at the car rider and bus rider entrance, high fiving one another in the hallway, teacher outings outside of school hours initiatives, early implementation of duty-free lunch for teachers.

In response to the 2.6% of teachers and 21.9% of students of whom do not feel safe before and after school, 2.6% of teachers and 18.5% of students of whom do not feel safe during the school day, and 2.6% of teachers and 19% of students whom do not feel safe in transport two and from school, Sandel would like to implement a comprehensive rigorous community programming. Next year, to scaffold the creation of school community infrastructure across grade levels and staff, we want to implement a house system from the Ron Clark Academy. Strong sense of community creates ownership of an environment: keeping it clean, holding his and her peers accountable for behavior, supporting one another through challenges and triumphs. Implementing a house system within elementary schools increases student academic achievement and decreases suspension rates (Clenton-Martin, 2021).

https://rcahousesystem.com/

Community buy-ins

Needs- teacher retention (what percentage of retention?), staff participation in school activities-community by in, parent involvement, students feeling safe before and after school hours and during the school day

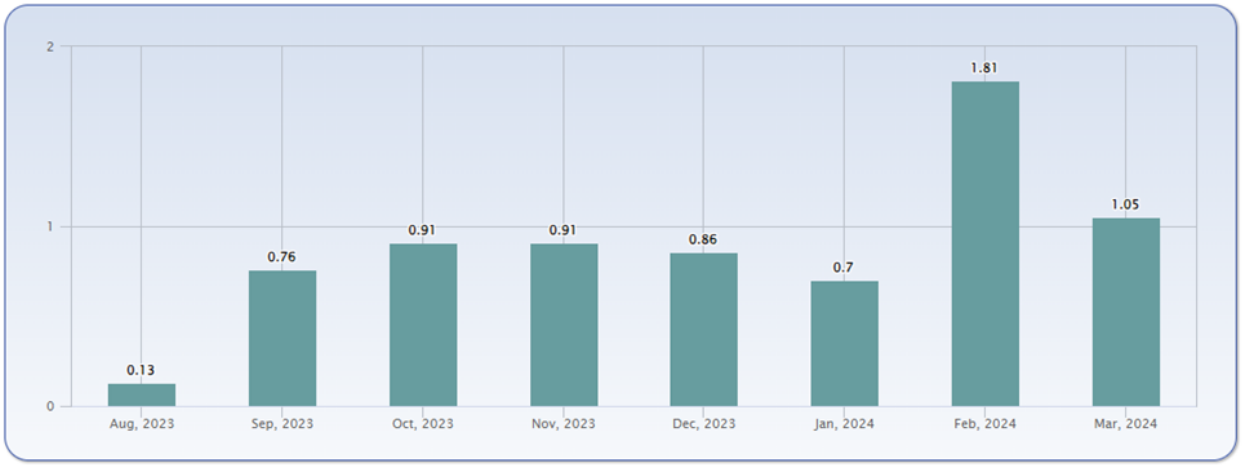
Clubs

Parent/family engagement- family paint-a-long night

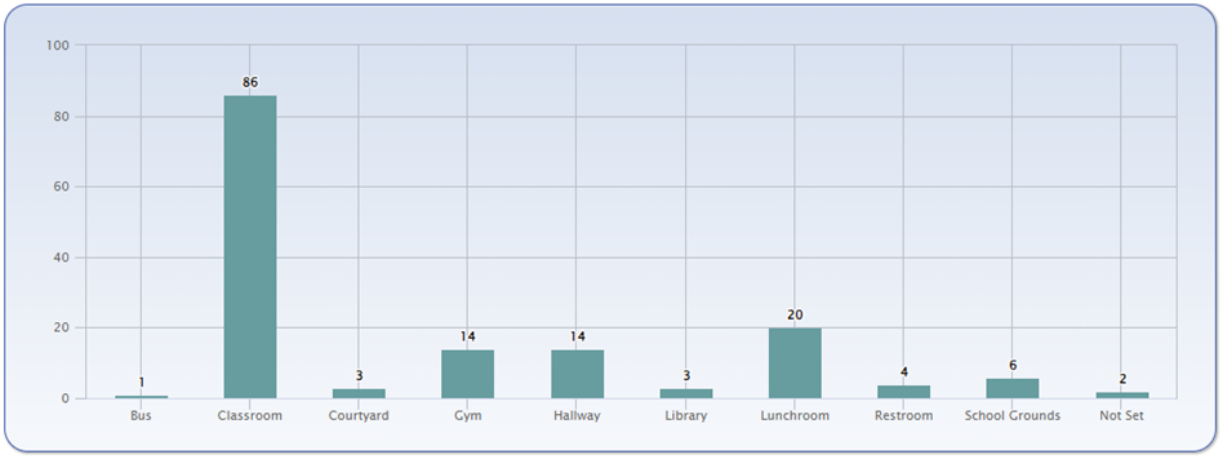
School-Wide Discipline Data

The data below indicates the school-wide discipline actions for this school year

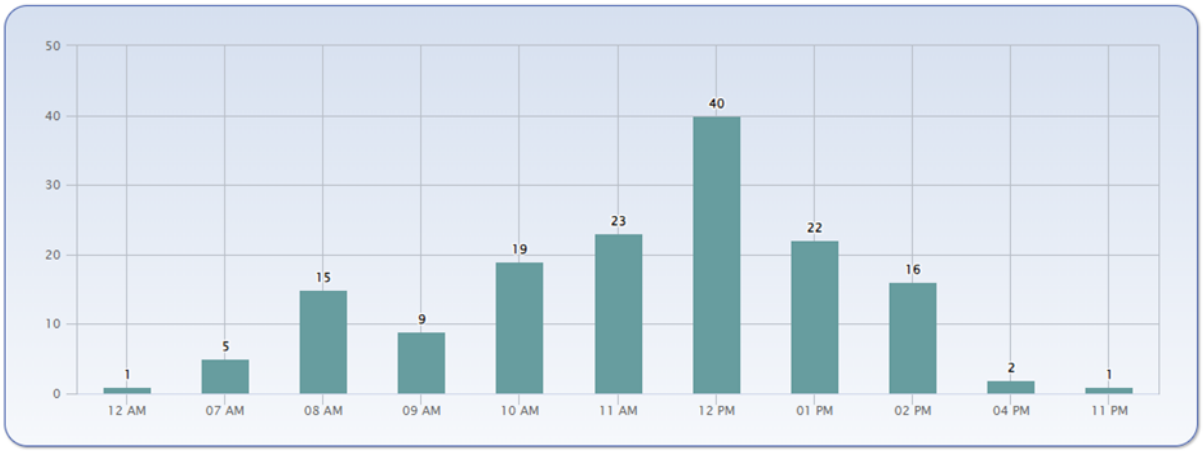
Office Referrals Per Day Per Month



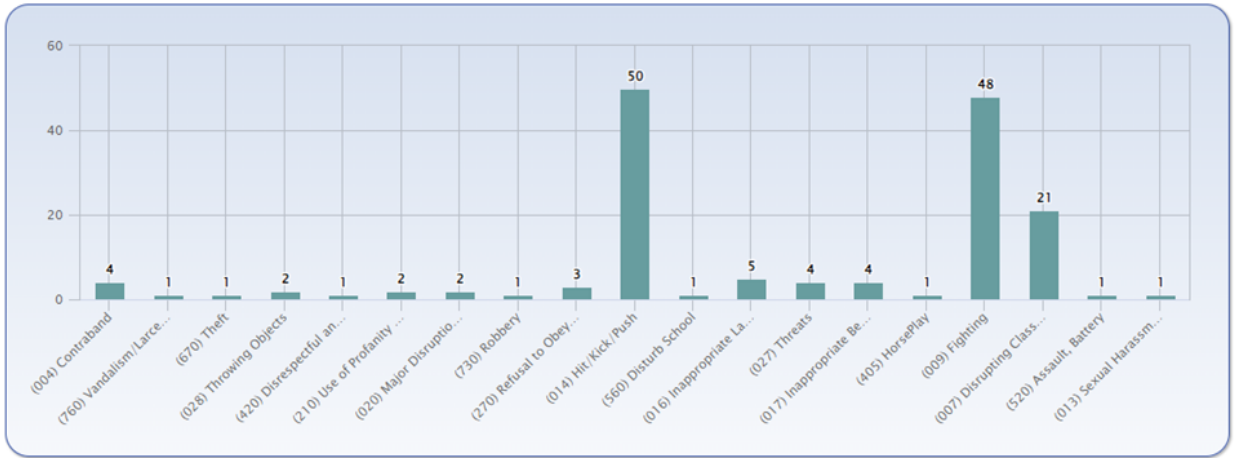
Office Referrals by Location



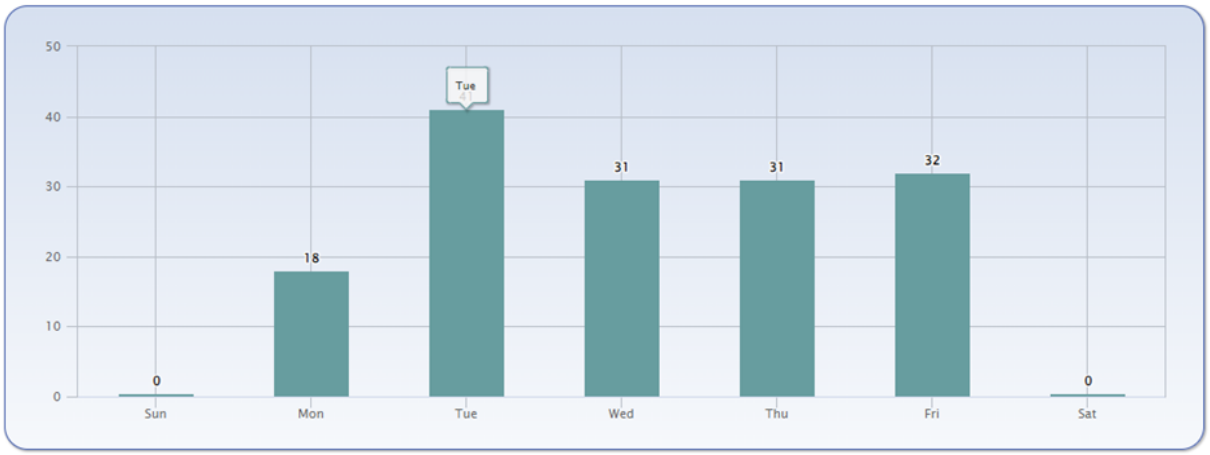
Office Referrals by Time Occurrence



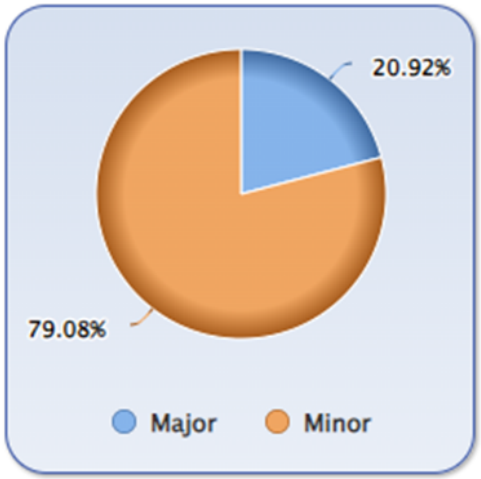
Office Referrals by Student Behaviors



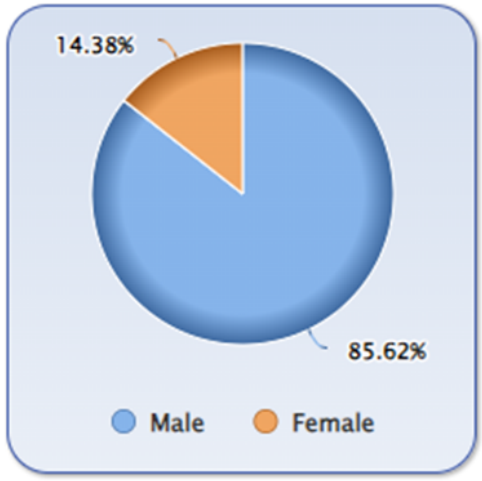
Office Referrals by Day of Week



Office Referrals by Student Behavior Significance



Office Referrals by Gender



Top 10 Office Referral Student Behaviors

#	Student Behaviors	No. of Ref.
1	(014) Hit/Kick/Push	50

2	(009) Fighting	48
3	(007) Disrupting Class/ Activity Or Making Excessive Noise	21
4	(016) Inappropriate Language	5
5	(004) Contraband	4
6	(027) Threats	4
7	(017) Inappropriate Behavior	4
8	(270) Refusal to Obey/Defiant	3
9	(028) Throwing Objects	2
10	(210) Use of Profanity or Gestures	2

Office Referrals by Ethnicity

Ethnicity	No. of Ref.	%
B	137	89.54
M	10	6.54
H	3	1.96
W	3	1.96
Total	**153**	**100**

Stakeholder Survey Data : Include SCDE REPORT CARD CLIMATE SURVEY RESULTS

Students

Teachers

Parents

I have added the survey data below. What does the data tell you? What are strengths and weaknesses according to the data? What is the need based on the data? Look closely at the number of parents who actually completed the survey. (B. Barwick)

The 2022 SCDE Report Card Rating for School Climate was Below Average. According to the 2022 School Climate Survey, only 84.2% of teachers were satisfied with their current working conditions.

The 2022 School Climate Survey Results pertaining to perception of safety for teachers and student show the following:

97.4% of teachers feel safe at Sandel before and after school hours.

78.1% of students feel safe at Sandel before and after school hours.

97.4% of teachers feel safe at Sandel during the school day.

81.5% of students feel safe at Sandel during the school day.

97.4% of teachers feel safe going to or coming from Sandel.

81% of students feel safe going to or coming from Sandel.

Results of the Teacher, Student, and Parent Opinion Surveys consisted of responses from 38 teachers, 184 students, and only 3 parents. The survey results are below:

92.1% of teachers were satisfied with the learning environment.

80.4% of students were satisfied with the learning environment.

66.7% of parents were satisfied with the learning environment.

81.6% of teachers were satisfied with the social and physical environment of the school.

77.5% of students were satisfied with the social and physical environment of the school.

66.7% of parents were satisfied with the social and physical environment of the school.

86.1 (% of students were satisfied with school-home relations.

100% of parents were satisfied with school-home relations.

Through continued collaboration with Communities In Schools of South Carolina, and other community stakeholders, William S. Sandel continues to implement evidence-based interventions and activities to

- Other data related to social-emotional learning and supports, student services, and programs offered at the school, etc.

Parent, Family & Community Engagement

Family, school, and community engagement in education is a critical component in promoting college and career readiness so that students can successfully compete in today's global society. School districts throughout the country are beginning to recognize that parent and family engagement should be an integral part of school reform.

Richland One has implemented a "Cluster Support Model" for parent and family engagement designed to ensure that school, parent, and community partnerships are integrated and aligned with each school's mission and are an integral part of school reform. The Cluster Support Model is based on Joyce Epstein's Framework of Six Types of Involvement which are: Parenting, Communication, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

William S. Sandel Elementary has active parent leadership committees. The Parent Advisory Council and NNPS Action Team for Partnerships meet regularly to determine the effectiveness of the parent and family engagement of the school and to strategize and create new activities to address the school's needs.

In addition to parent education sessions, there are many other efforts that help the school engage families and the community. The Parent and Family Engagement Specialist continuously meets one-on-one with parents to assist with needs as identified by the school or by parent request. Community and business partners are a crucial asset in meeting the needs of these individual families. Parent and Family Engagement Specialists work closely with school Social Workers and School Counselors to ensure families are supported and informed.

Activity Date	Time	Type (Virtual/In Person/WTG)	Audience	# of Attendees	Topic	Main Speaker	Average Evaluation
8.26.22	8am & 2pm	In Person	Second Grade Parents	27	Water Safety Parent Meeting	PFES	4
8.29.22	7:30	In Person	Pre Kindergarten Parents	37	Pre-K Parent Session	PFES/Social Worker/Literacy Interventionist/ PreK Teachers	3
9.9.23	8:30am	In Person	School wide	?	Grandparent's Day	Special Grandparent	4
9.27.22	6pm	In Person	School wide/Second Grade Parents	32	Open House/Water Safety Parent Meeting	Principal/PFES	4
9.27.22	5:30pm - 6:30pm	In Person	School wide	?	Title One Parent Meeting	Principal/PFES	4
11.3.22	5pm -6pm	In Person	Fourth Grade Parents	42	PTO/4th Grade Performance/Attendance Data	Principal/PFES/ Social Worker	4
12.15.22	5pm - 6pm	In Person	Second Grade Parents	?	PTO/2nd & 5th Grade Performance/We Both Read	Principal/PFES	4
1.19.23	5pm-6:30pm	In Person	Third Grade Parents	44	Parent University - 3rd Grade	3rd Grade Teachers/PFES	4
3.14.23	1pm	In Person	Kindergarten Parents	11	Parent Cafe - Kindergarten	PFES/ Social Worker/K Lead Teacher	4
				32.16666667			**3.88**

2/1-22/23	3pm-4:30pm	In-person	School-wide Parents	11	Positive Parenting Program (Triple P)	CISSC/Absolute Total Care	4

3/30/22	5pm-7:30pm	In-person	School-wide Parents, Students, Staff, and Community Partners	60	Family Literacy and Bingo	CISSC	5

ANALYSIS:

The average number of attendees to parent and family engagement education sessions was 32%. The data shows that when events are held in person, students participate/perform, and a meal is provided we have better parent participation.

Student attendance has been a major concern and priority throughout the district post COVID. Therefore, in addition to the parent meetings, grade level parenting sessions were held to address chronic absenteeism, South Carolina State Truancy Law, providing data showing the academic decline in all subject matters when days are missed, and student/family community resources.

Workshop-on-the-go activities that proved beneficial during COVID are still provided to parents. During these activities, parents are given information pertaining to the topic(s) and at-home kits with activities that will allow for further family engagement.

In the upcoming year, parents will be surveyed to ask what topics and subject matters best interest them and what time of day would best suit their family's schedule to have parent meetings/sessions.

Communities In Schools of South Carolina (CISSC)-Midlands Region, a midlands resource, continues to provide community volunteers throughout the year. During the 2022-2023 school year, CISSC recruited more than 20 volunteers. These volunteers provide case management, academic assistance, behavior interventions, tutoring, mentoring and seek resources from the community. The number of volunteers provided by CISSC continues to grow each year. CIS has also been instrumental with assisting William S. Sandel parents to become approved district volunteers.

SURVEY RESULTS:

Survey results show parents strongly agreed that they were satisfied with the information provided to them via the parent meetings and sessions. Several parents commented on the evaluations that, the sessions were informative, useful tips and strategies were given to help their child retain what they are being taught, great ideas were provided to help improve reading and math skills and parents felt supported by school staff.

BARRIERS SECTION

Although the school repeatedly encourages and assists in parent, family, and community engagement, it is often difficult to provide events and activities at times that are convenient for all. The data shows greater attendance at evening events and events that are tied to student performances. Parent engagement has increased post COVID, but there is still a great need for parents to be more involved not only when students are highlighting a skill but in the day-to-day activities of their student's academic career.

With Sandel being state identified as a Below Average performing school as it pertains to school testing performance and over half of the school's population suffering from poverty, it has been evident that all the barriers that are consistent with those adversities play a significant role in attendance, academic achievement, social emotional skills, and parent engagement. Trying to engage and involve the families that are high priority has been one of the greatest challenges as well.

Professional Capacity

W. S. Sandel Elementary School currently has 50 certified staff members including 3 who are National Board Certified. Of the 50 staff members, 24 of the teachers have more than 10 years of experience in education. Eight of the school's teachers have between 5- and 10-years of experience in education and 6 teachers have under 5 years teaching experience. Sandel has been fortunate to have staff who have been committed to servicing students for over 15 years. Over 85% of the staff at Sandel have worked in a Title One school or have had experience teaching children of poverty. Teacher turnover has impacted schools across the country and Sandel in 2022 had a 10% turnover to include, 1 Retiree, 1 Relocation due to military spouse service, 2 internal transfers, 1 promotion to district level, 1 contract release during the school year and 2 to another local school district.

Teacher attendance is essential to the quality of work students will produce within a school year. According to the Richland School District One, Office of Accountability, Assessment, Research and Evaluation the teacher attendance rate through February 2023 was 92.9 percent. This is three tenths of a point lower than the teacher attendance rate in 2022 which was 93.2. Sandel's teacher attendance rate took a slight decrease but not significant

enough to make considerable recommendations.

The school takes the Richland One Teaching & Learning Department lead in building teacher capacity. Currently, teachers are engaged in Fountas & Pinnell literacy training, Visible Learning professional learning and building math content knowledge. Teachers continue to build clarity in their teaching and implement best practices with fidelity. Sandel Elementary School is not one to shy away from trying new approaches to making our professional environment fluid. Our school embraces the idea of flexibility and monitors and adjusts to meet the learning needs of both the students and teachers.

This school year, grade levels have been active in unpacking standards to ensure they are planning and implementing lessons to their grade level standards by participating in guided planning sessions with the reading coach and CRT. Sessions also focus on content rigor and level of questioning. Academic data shows there is a need for intentional guided planning to continue.

Sandel provides mentors for new teachers to the profession. The school also provides ongoing PLO sessions for new teachers to participate in as needed. Topics include classroom discipline, working with parents, interpreting data, to name a few.

Moving forward, Sandel would like to continue ongoing teacher observations to promote grade level articulation and vertical articulation. This will build teacher capacity across the grade levels and help teachers build their toolbox of teaching strategies. The school would also like to have ongoing PLOs to help new teachers with support with using instructional materials, math manipulatives and other training opportunities to provide more effective instruction.

Sandel will also provide professional opportunities to teachers so they may attend state and national conferences to build their capacity. Some of these conferences include Ron Clark Academy, SCATA, PSLA, and AVID to name a few. In addition, in efforts to retain staff and build capacity, there is a need to offer team building experiences for staff to build relationships, trust, and opportunities to strengthen their ability to rely on each other's areas of expertise.

Other (Based on school’s needs)

William S. Sandel understands the potential lasting effects that Covid as had on our students and families in addition to the everyday traumas of life. We have implemented interventions and strategies to address the social emotional learning needs of students in an effort to positively impact the chronic absentee rate. Host quarterly conference style events for students to address social emotional and academic needs of learners. External speakers to include children's authors and motivational speakers. Topics to be covered include: online safety, environment safety, emotionally coming out of a pandemic, academic strategies to use at home, etc. Expenses to also include instructional materials: journals, academic resources and social emotional fidget items to support needs.

Executive Summary of Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2025 - Sandel Elementary (4001059) Public School - School Renewal Plan - Rev 0

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school report card must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the school report card.

State Report Cards for Districts and Schools

In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

Data by grade level:

The SCREADY Math Five-Year Summary Graph table indicates that students are struggling with elementary ELA in grades 3 and 4. Over 50% of students in each of these testing grades scored “Does Not Meet.” In grade 5, 38.3% scored “Does Not Meet.” The school has invested in CRP, Saturday Academy, and intensive small group reading intervention in hopes the students score higher in Spring 2023.

SC Ready Reading

Grade/ Subgroup	Does Not Meet		Approaches		Meets		Exceeds	
	#	%	#	%	#	%	#	%
3 (90)	55	61.1	17	18.9	12	13.3	6	6.7
4 (63)	35	55.6	10	15.9	8	12.7	10	15.9
5 (60)	23	38.3	25	41.7	12	20.0	0	0
AA Males (104)	60	57.7	28	26.9	10	9.6	6	5.8
AA Females (83)	42	50.6	19	22.9	18	21.7	4	4.8

SPED (18)	16	88.9	1	5.6	1	5.6	0	0

According to the SC Ready Reading data, 3rd-5th grade shows that additional support is needed. Over 50% of students in grades 3 and 4 scored “Does Not Meet”, and 38.3% in 5th grade. The data also shows that less African American females scored “Does Not Meet” than African American males, and more African American females scored “Meets” than African American males. Our goal is to close reading gaps by implementing reading nooks throughout the school and engaging students in enjoyable reading experiences.

STAR Reading Data

STAR Early Literacy/ Reading Winter Results Number and percentage of students in each group								
Grade/ Subgroup	Urgent Intervention		Intervention		On Watch		At/ Above Benchmark	

	#	%	#	%	#	%	#	%
K	14	18.9	4	5.4	9	12.2	47	63.5
1	7	9.7	22	30.6	11	15.3	32	44.4
2	16	25.8	10	16.1	7	11.3	29	45.8
3	18	28.6	7	11.1	12	19	26	41.3
4	27	33.8	12	15	13	16.3	28	35
	15	30	12	24	8	16	15	30

5								
AA Males	52	27.7	31	16.5	23	12.2	82	43.6
AA Females	33	19.8	29	17.4	32	19.2	73	43.7
MLL	6	30	1	5	3	15	10	50
SPED	16	64	4	16	4	16	1	4
AAP	0	0	0	0	3	8.3	33	91.7

The above reading data reflects that our students are continuing to progress to meet their SGP and to make academic achievements, however there is a decrease from kindergarten to second grade by almost 20%. Sixty-three percent of grade K students scored at or above benchmark and 44% of grade 1 students scored at or above benchmark on the winter assessment. As we transition to the upper grades, the percentage of students scoring at or above the district benchmark decreases. Only 41% of grade 3 students scored at or above showing the need to continue to support grade 3 students (how?).

Currently, Sandel has 38 students on the grade 3 priority list. These students may be retained if they do not meet the minimum score on SCREADY Reading. The literacy coach provides weekly PLO sessions and guided planning sessions to promote teacher capacity with ELA.

According to data over the past 2 years, we noticed that students are not proficient readers when leaving grades kindergarten, first, and second. Sandel's goal is to have all first graders taking Star Reading by the winter testing window. According to the 2023 winter data, we have 66 kindergarteners, 43 first graders, and 20 second graders taking Star Early Literacy. According to the 2022 winter data we had 41 kindergarteners, 20 first graders, and 46 second graders. Therefore, we are planning to have instructional assistants in grades first and second.

The data table also breakdowns the largest subgroups of African American males and females, ESOL, resource, and AAP students. The SPED subgroup continues to show little to no growth in reading. ESOL students are making gains with reading. The local identified AAP student group is making huge gains with reading with over 91% scoring at/above benchmark.

Data by grade level:

SC Ready Math								
Grade/ Subgroup	Does Not Meet # %		Approaches # %		Meets # %		Exceeds # %	

3 (90)	45	50	26	28.9	13	14.4	6	6.7
4 (63)	32	50.8	16	25.4	11	17.5	4	6.3
5 (60)	34	56.7	19	31.7	4	6.7	3	5
AA Males (104)	52	50	32	30.8	14	13.5	6	5.8
AA Females (83)	49	59	21	25.3	10	12	3	3.6
SPED (18)	16	88.9	1	5.6	1	5.6	0	0

According to SC Ready Math Data, fifty percent or more of students in grades 3 through 5 scored “Does Not Meet”. The data also shows that more African-American males scored higher in “Approaches” than African-American females. This contributes to the need for additional professional development and real-life applications of the concept's students are learning in school.

STAR Math Data

STAR Math Winter Results

Number and percentage of students in each group

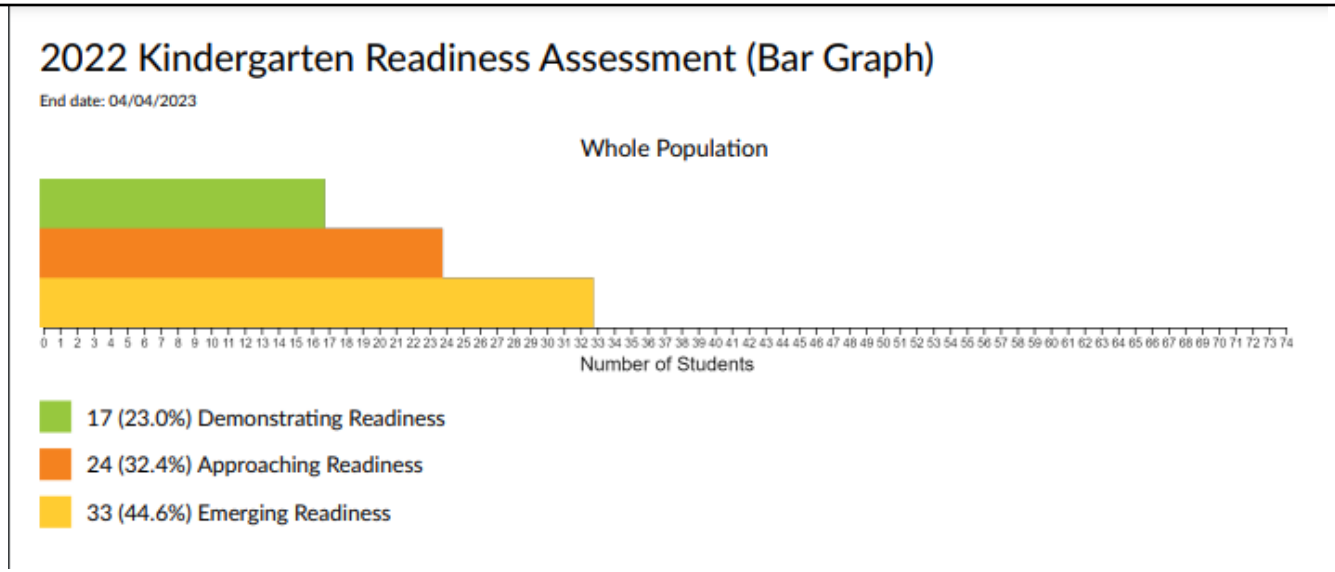
Grade/ Subgroup	Urgent Intervention		Intervention		On Watch		At/ Above Benchmark	
	#	%	#	%	#	%	#	%
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

1	3	4.2	7	9.7	13	18.1	49	68.1
2	12	19.4	8	12.9	9	14.5	33	53.2
3	14	20.9	10	14.9	9	13.4	34	50.7
4	23	28.8	13	16.3	12	15	32	40
5	12	24.5	12	24.5	7	14.3	18	36.7
AA Males	28	17.8	22	14	24	15.3	83	52.9

AA Females	30	23.3	22	17.1	16	12.4	61	47.3
MLL	4	22.2	4	22.2	2	11.1	8	44.4
SPED	13	56.5	4	17.4	4	17.4	2	8.7
AAP	0	0	0	0	3	8.3	33	91.7

The district goal in STAR math is that 75% of the students meet their SGP, Sandel has 60% of students meeting their goal. Sandel currently has 50.3% of students meeting at/above district benchmark level. According to the STAR math data, from first grade to fifth grade the percentage of students at/above benchmark decreases. Twenty-five percent of students in grades 3 – 5 are scoring in the urgent intervention category. The data shows that only 23.5% of students in grades 3-5 are projected to pass the state test. Therefore, there is a need for additional professional development in math. Also, the plan is to ensure that the math interventionist can do the assigned job next year. This year, they have been responsible for a homeroom classroom due to teacher vacancies. Professional development and guided planning also takes place in math just as it does in reading. The school is continuing to promote the Richland 1 Big 3 of manipulatives, number sense and problem solving.

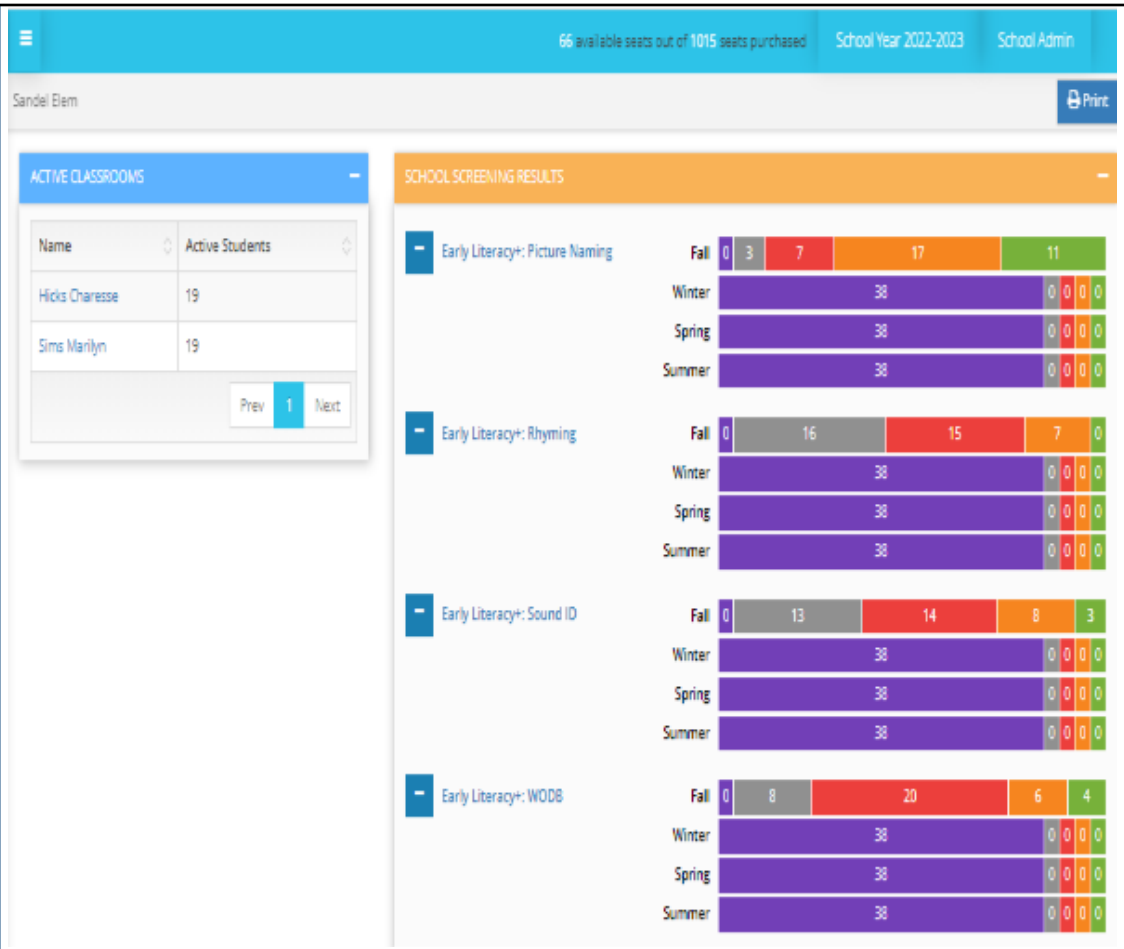
Kindergarten KRA Data:

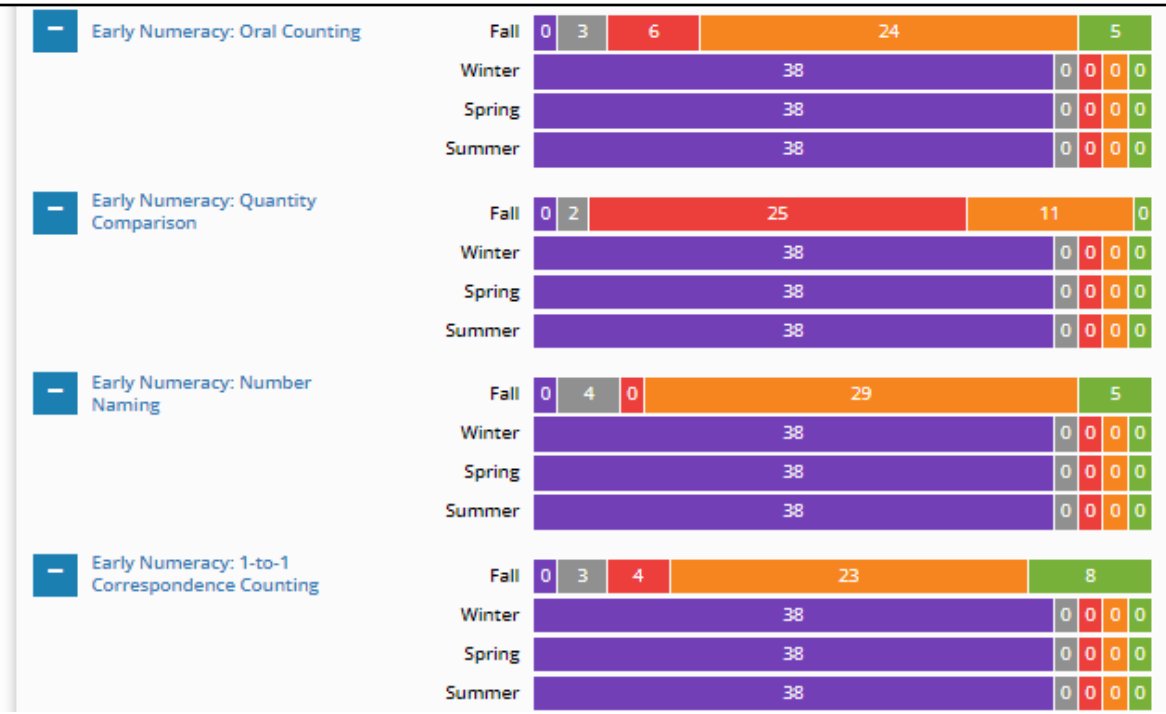


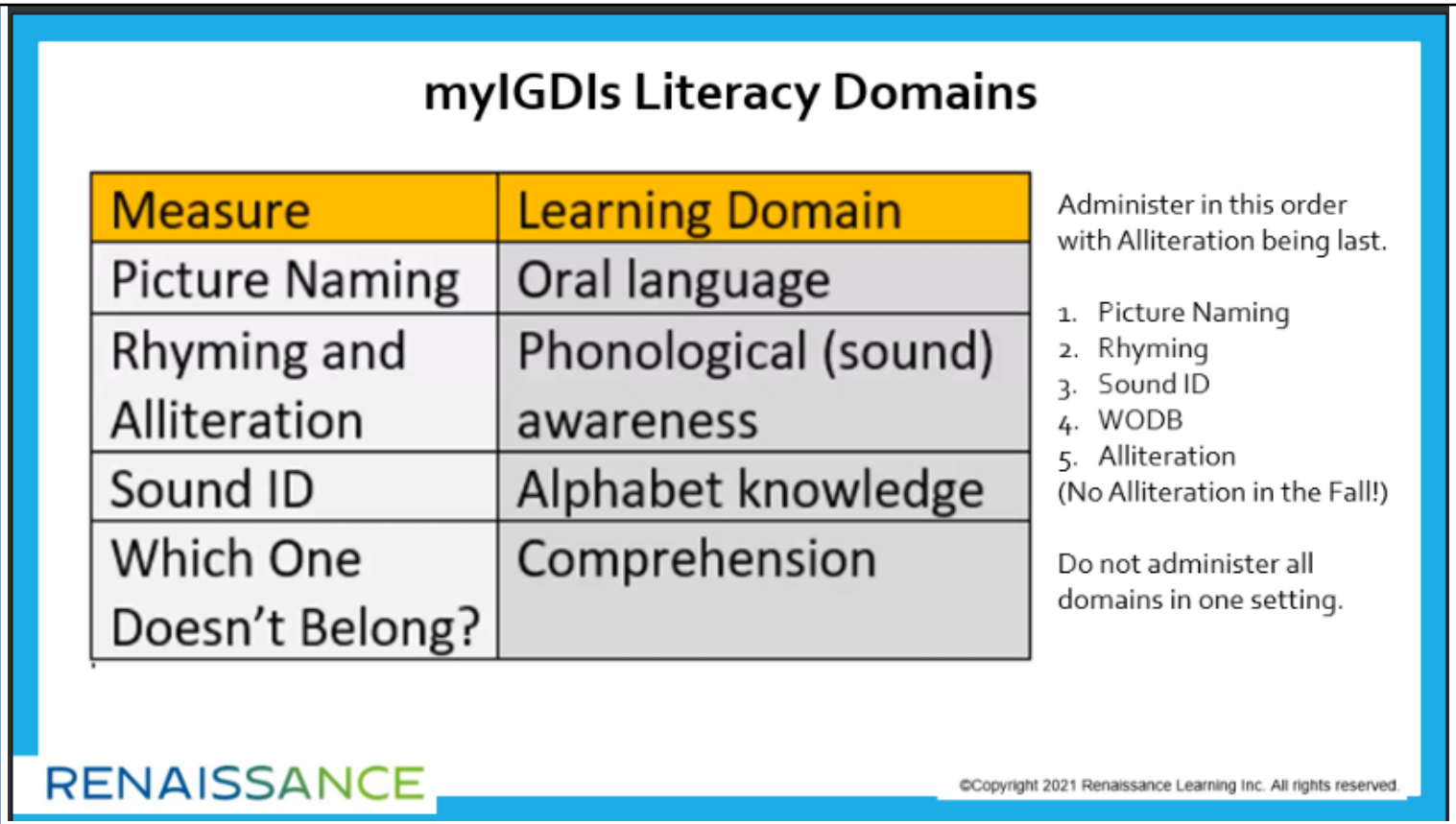
Narrative:

Within the first 45 days (about 1 and a half months) of school, kindergarten students are screened using the assessment tool Kindergarten Readiness Assessment (KRA). KRA is a developmentally appropriate instrument that measures a child's school readiness across multiple domains such as social foundations, language/literacy, mathematics, and physical well-being. Only 23% of the 74 kindergarten students who took KRA, scored "demonstrating readiness." Of these students who scored "demonstrating," only 13 attended pre-kindergarten at Sandel. 32% scored "approaching" and 44% scored as "emerging" to kindergarten. Often, we see many PK students leave Sandel, therefore, the kindergarten teachers do not benefit from the PK teachers' hard work and dedication.

Pre-Kindergarten MYIGDIS:


66 available seats out of 1015 seats purchased
School Year 2022-2023
School Admin
Sandel Elem
Print
ACTIVE CLASSROOMS
Name
Active Students
Hicks Charesse
19
Sims Marilyn
19
Prev
1
Next
SCHOOL SCREENING RESULTS
Early Literacy+: Picture Naming
Fall 0 3 7 17 11
Winter 38 0 0 0 0
Spring 38 0 0 0 0
Summer 38 0 0 0 0
Early Literacy+: Rhyming
Fall 0 16 15 7 0
Winter 38 0 0 0 0
Spring 38 0 0 0 0
Summer 38 0 0 0 0
Early Literacy+: Sound ID
Fall 0 13 14 8 3
Winter 38 0 0 0 0
Spring 38 0 0 0 0
Summer 38 0 0 0 0
Early Literacy+: WODB
Fall 0 8 20 6 4
Winter 38 0 0 0 0
Spring 38 0 0 0 0
Summer 38 0 0 0 0


Early Numeracy: Oral Counting
Fall 0 3 6 24 5
Winter 38 0 0 0 0
Spring 38 0 0 0 0
Summer 38 0 0 0 0
Early Numeracy: Quantity Comparison
Fall 0 2 25 11 0
Winter 38 0 0 0 0
Spring 38 0 0 0 0
Summer 38 0 0 0 0
Early Numeracy: Number Naming
Fall 0 4 0 29 5
Winter 38 0 0 0 0
Spring 38 0 0 0 0
Summer 38 0 0 0 0
Early Numeracy: 1-to-1 Correspondence Counting
Fall 0 3 4 23 8
Winter 38 0 0 0 0
Spring 38 0 0 0 0
Summer 38 0 0 0 0



Narrative:

Within the first 45 days (about 1 and a half months) of school pre-kindergarten students are screened using the assessment tool myIGDIs (Individual Growth Development Indicators). The assessment assesses Early Language, Literacy, and Numeracy in September. Each color band represents the number of students who scored in that range. The red color band represents at risk progress, orange represents moderate progress, green represents strong progress, and gray represents discontinued test because students fail to pass 1 or 2 of the sample questions. According to the data in the literacy screening results, 16 out of 38 students test was discontinued for rhyming,13 out of 38 students test was discontinued for sound identification, 8 out of 38 students test was discontinued for WODB, and 3 out of 38 students test was discontinued for picture naming. According to data in the numeracy screening results, 3 out of 38 students test was discontinued in oral counting, 2 out of 38 students test was discontinued in quantity and comparison, 4 out 38 students test was discontinued in number naming, and 3 out of 38 students test was discontinued in 1:1 correspondence counting.

Our school goal is to have our pre-kindergarten students ready for kindergarten and score "demonstrating" on the KRA assessment within the first 45 days (about 1 and a half months) of school. Therefore, pre-kindergarten teachers will progress monitor students with CFA's and PGA (pre-kindergarten growth assessment) in the winter that is aligned with KRA. Also, students will be assessed in spring using the assessment tool myIGDIs. The teachers receive weekly R1 professional development to establish both literacy and math routines that will prepare their pre-kindergarten students for kindergarten.

In 2022-2023 Richland One implemented a 3-year-old program. The programs provide developmentally appropriate teaching and learning opportunities for social, emotional, and academic awareness and growth.

Sandel has a 3-year-old program which consists of 14 students with a certified teacher and an instructional assistant.

* Elementary/Middle (3-8)

Data by grade level:

The SCREADY Math Five-Year Summary Graph table indicates that students are struggling with elementary ELA in grades 3 and 4. Over 50% of students in each of these testing grades scored “Does Not Meet.” In grade 5, 38.3% scored “Does Not Meet.” The school has invested in CRP, Saturday Academy, and intensive small group reading intervention in hopes the students score higher in Spring 2023.

SC Ready Reading				

Grade/ Subgroup	Does Not Meet		Approaches		Meets		Exceeds	
	#	%	#	%	#	%	#	%
3 (90)	55	61.1	17	18.9	12	13.3	6	6.7
4 (63)	35	55.6	10	15.9	8	12.7	10	15.9
5 (60)	23	38.3	25	41.7	12	20.0	0	0
AA Males (104)	60	57.7	28	26.9	10	9.6	6	5.8
AA Females (83)	42	50.6	19	22.9	18	21.7	4	4.8

SPED (18)	16	88.9	1	5.6	1	5.6	0	0

According to the SC Ready Reading data, 3rd-5th grade shows that additional support is needed. Over 50% of students in grades 3 and 4 scored “Does Not Meet”, and 38.3% in 5th grade. The data also shows that less African American females scored “Does Not Meet” than African American males, and more African American females scored “Meets” than African American males. Our goal is to close reading gaps by implementing reading nooks throughout the school and engaging students in enjoyable reading experiences.

STAR Reading Data

STAR Early Literacy/ Reading Winter Results Number and percentage of students in each group								
Grade/ Subgroup	Urgent Intervention		Intervention		On Watch		At/ Above Benchmark	

	#	%	#	%	#	%	#	%
K	14	18.9	4	5.4	9	12.2	47	63.5
1	7	9.7	22	30.6	11	15.3	32	44.4
2	16	25.8	10	16.1	7	11.3	29	45.8
3	18	28.6	7	11.1	12	19	26	41.3
4	27	33.8	12	15	13	16.3	28	35
	15	30	12	24	8	16	15	30

5								
AA Males	52	27.7	31	16.5	23	12.2	82	43.6
AA Females	33	19.8	29	17.4	32	19.2	73	43.7
MLL	6	30	1	5	3	15	10	50
SPED	16	64	4	16	4	16	1	4
AAP	0	0	0	0	3	8.3	33	91.7

The above reading data reflects that our students are continuing to progress to meet their SGP and to make academic achievements, however there is a decrease from kindergarten to second grade by almost 20%. Sixty-three percent of grade K students scored at or above benchmark and 44% of grade 1 students scored at or above benchmark on the winter assessment. As we transition to the upper grades, the percentage of students scoring at or above the district benchmark decreases. Only 41% of grade 3 students scored at or above showing the need to continue to support grade 3 students (how?).

Currently, Sandel has 38 students on the grade 3 priority list. These students may be retained if they do not meet the minimum score on SCREADY Reading. The literacy coach provides weekly PLO sessions and guided planning sessions to promote teacher capacity with ELA.

According to data over the past 2 years, we noticed that students are not proficient readers when leaving grades kindergarten, first, and second. Sandel's goal is to have all first graders taking Star Reading by the winter testing window. According to the 2023 winter data, we have 66 kindergarteners, 43 first graders, and 20 second graders taking Star Early Literacy. According to the 2022 winter data we had 41 kindergarteners, 20 first graders, and 46 second graders. Therefore, we are planning to have instructional assistants in grades first and second.

The data table also breakdowns the largest subgroups of African American males and females, ESOL, resource, and AAP students. The SPED subgroup continues to show little to no growth in reading. ESOL students are making gains with reading. The local identified AAP student group is making huge gains with reading with over 91% scoring at/above benchmark.

SC READY Math Data

Data by grade level:

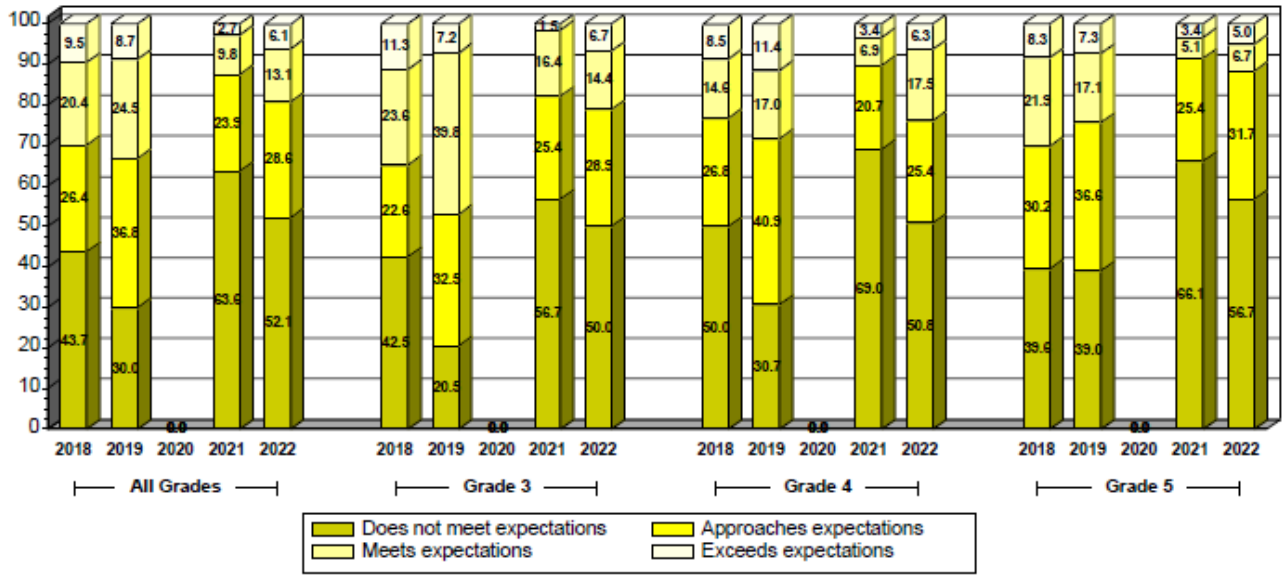
2022 SC READY Five-Year Summary Graphs

Percent Scoring at Each Performance Level by Grade and Subject

Excludes Students who Tested with Non-Standard Accommodations (Modifications)

Richland School District One, Office of Accountability, Assessment, Research and Evaluation - August 30, 2022

~~ Sandel: Math ~~



The SCREADY Math Five-Year Summary Graph table indicates that students are struggling with elementary math in grades 3 through 5. Over 50% of students in each of these testing grades scored “Does Not Meet.” The school has invested in CRP, Saturday Academy, and intensive small math groups in hopes the students score higher in Spring 2023.

SC Ready Math

Grade/ Subgroup	Does Not Meet #	%	Approaches #	%	Meets #	%	Exceeds #	%
3 (90)	45	50	26	28.9	13	14.4	6	6.7
4 (63)	32	50.8	16	25.4	11	17.5	4	6.3
5 (60)	34	56.7	19	31.7	4	6.7	3	5
AA Males (104)	52	50	32	30.8	14	13.5	6	5.8

AA Females (83)	49	59	21	25.3	10	12	3	3.6
SPED (18)	16	88.9	1	5.6	1	5.6	0	0

According to SC Ready Math Data, fifty percent or more of students in grades 3 through 5 scored “Does Not Meet”. The data also shows that more African-American males scored higher in “Approaches” than African-American females. This contributes to the need for additional professional development and real-life applications of the concept's students are learning in school.

STAR Math Data

STAR Math Winter Results Number and percentage of students in each group				

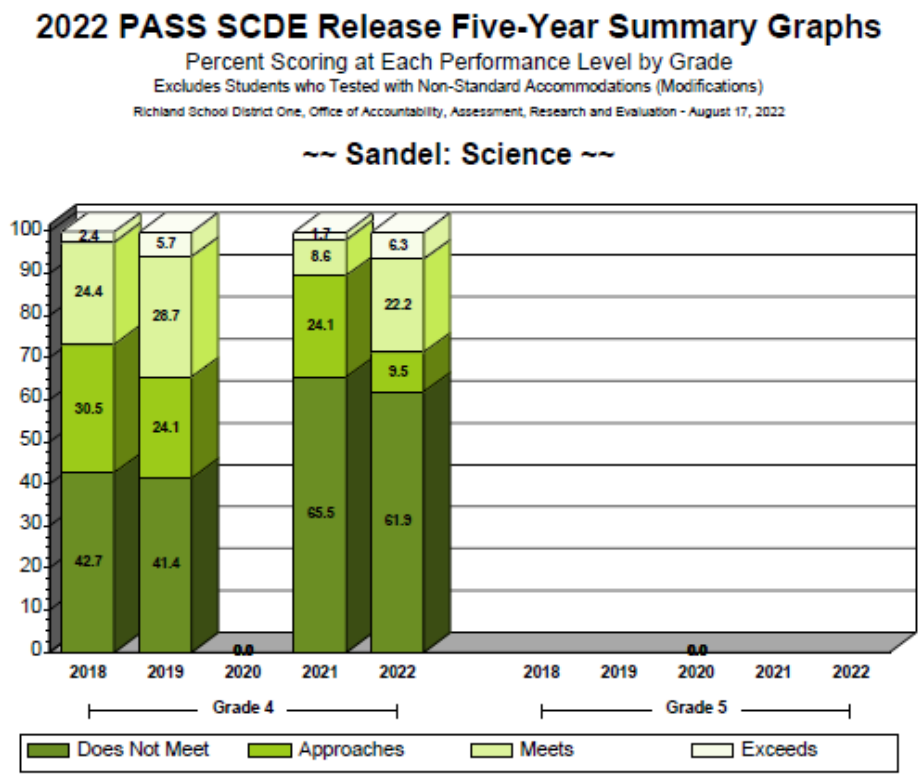
Grade/ Subgroup	Urgent Intervention		Intervention		On Watch		At/ Above Benchmark	
	#	%	#	%	#	%	#	%
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	3	4.2	7	9.7	13	18.1	49	68.1
2	12	19.4	8	12.9	9	14.5	33	53.2
3	14	20.9	10	14.9	9	13.4	34	50.7

4	23	28.8	13	16.3	12	15	32	40
5	12	24.5	12	24.5	7	14.3	18	36.7
AA Males	28	17.8	22	14	24	15.3	83	52.9
AA Females	30	23.3	22	17.1	16	12.4	61	47.3
MLL	4	22.2	4	22.2	2	11.1	8	44.4
SPED	13	56.5	4	17.4	4	17.4	2	8.7
	0	0	0	0	3	8.3	33	91.7

AAP								

The district goal in STAR math is that 75% of the students meet their SGP, Sandel has 60% of students meeting their goal. Sandel currently has 50.3% of students meeting at/above district benchmark level. According to the STAR math data, from first grade to fifth grade the percentage of students at/above benchmark decreases. Twenty-five percent of students in grades 3 – 5 are scoring in the urgent intervention category. The data shows that only 23.5% of students in grades 3-5 are projected to pass the state test. Therefore, there is a need for additional professional development in math. Also, the plan is to ensure that the math interventionist can do the assigned job next year. This year, they have been responsible for a homeroom classroom due to teacher vacancies. Professional development and guided planning also takes place in math just as it does in reading. The school is continuing to promote the Richland 1 Big 3 of manipulatives, number sense and problem solving.

SC PASS Data:



* High School (9-12)

N/A

* Teacher/Administrator Quality

Professional Capacity

W. S. Sandel Elementary School currently has 50 certified staff members including 3 who are National Board Certified. Of the 50 staff members, 24 of the teachers have more than 10 years of experience in education. Eight of the school's teachers have between 5- and 10-years of experience in education and 6 teachers have under 5 years teaching experience. Sandel has been fortunate to have staff who have been committed to servicing students for over 15 years. Over 85% of the staff at Sandel have worked in a Title One school or have had experience teaching children of poverty. Teacher turnover has impacted schools across the country and Sandel in 2022 had a 10% turnover to include, 1 Retiree, 1 Relocation due to military spouse service, 2 internal transfers, 1 promotion to district level, 1 contract release during the school year and 2 to another local school district.

Teacher attendance is essential to the quality of work students will produce within a school year. According to the Richland School District One, Office of Accountability, Assessment, Research and Evaluation the teacher attendance rate through February 2023 was 92.9 percent. This is three tenths of a point

lower than the teacher attendance rate in 2022 which was 93.2. Sandel's teacher attendance rate took a slight decrease but not significant enough to make considerable recommendations.

The school takes the Richland One Teaching & Learning Department lead in building teacher capacity. Currently, teachers are engaged in Fountas & Pinnell literacy training, Visible Learning professional learning and building math content knowledge. Teachers continue to build clarity in their teaching and implement best practices with fidelity. Sandel Elementary School is not one to shy away from trying new approaches to making our professional environment fluid. Our school embraces the idea of flexibility and monitors and adjusts to meet the learning needs of both the students and teachers.

This school year, grade levels have been active in unpacking standards to ensure they are planning and implementing lessons to their grade level standards by participating in guided planning sessions with the reading coach and CRT. Sessions also focus on content rigor and level of questioning. Academic data shows there is a need for intentional guided planning to continue.

Sandel provides mentors for new teachers to the profession. The school also provides ongoing PLO sessions for new teachers to participate in as needed. Topics include classroom discipline, working with parents, interpreting data, to name a few.

Moving forward, Sandel would like to continue ongoing teacher observations to promote grade level articulation and vertical articulation. This will build teacher capacity across the grade levels and help teachers build their toolbox of teaching strategies. The school would also like to have ongoing PLOs to help new teachers with support with using instructional materials, math manipulatives and other training opportunities to provide more effective instruction.

Sandel will also provide professional opportunities to teachers so they may attend state and national conferences to build their capacity. Some of these conferences include Ron Clark Academy, SCATA, PSLA, and AVID to name a few. In addition, in efforts to retain staff and build capacity, there is a need to offer team building experiences for staff to build relationships, trust, and opportunities to strengthen their ability to rely on each other's areas of expertise.

* School Climate

Culture & Climate

In keeping with Richland School District One, Sandel Elementary School will prepare every student to be a successful, contributing citizen in a global society by providing an effective and high-quality education. We will constantly be reminded that: 'We are Richland One, a leader in transforming lives through education, empowering all students to achieve their potential and dreams." One Vision-One Mission-One Common Purpose. Sandel Elementary School leaders, faculty, and students can often be caught saying "Sandel Elementary, where great things happen on the river.

This year, Sandel has embraced the Richland One credo ‘Team One, One Team’, constantly reminding each other to work as one towards a common goal. It takes every single human in the building to achieve student growth and performance. In order for students to reach the SGP district goal and perform at the highest level on the State Assessment, students must want to attend school. After attending the Ron Clark Academy Professional Development, teachers and administrators decided to implement practices to improve the overall culture of Sandel Elementary School. Some of these practices include: playing upbeat music as children enter the building both at the car rider and bus rider entrance, high fiving one another in the hallway, teacher outings outside of school hours initiatives, early implementation of duty-free lunch for teachers.

In response to the 2.6% of teachers and 21.9% of students of whom do not feel safe before and after school, 2.6% of teachers and 18.5% of students of whom do not feel safe during the school day, and 2.6% of teachers and 19% of students whom do not feel safe in transport two and from school, Sandel would like to implement a comprehensive rigorous community programming. Next year, to scaffold the creation of school community infrastructure across grade levels and staff, we want to implement a house system from the Ron Clark Academy. Strong sense of community creates ownership of an environment: keeping it clean, holding his and her peers accountable for behavior, supporting one another through challenges and triumphs. Implementing a house system within elementary schools increases student academic achievement and decreases suspension rates (Clenton-Martin, 2021).

https://rcahousesystem.com/

Community buy-ins

Needs- teacher retention (what percentage of retention?), staff participation in school activities-community by in, parent involvement, students feeling safe before and after school hours and during the school day

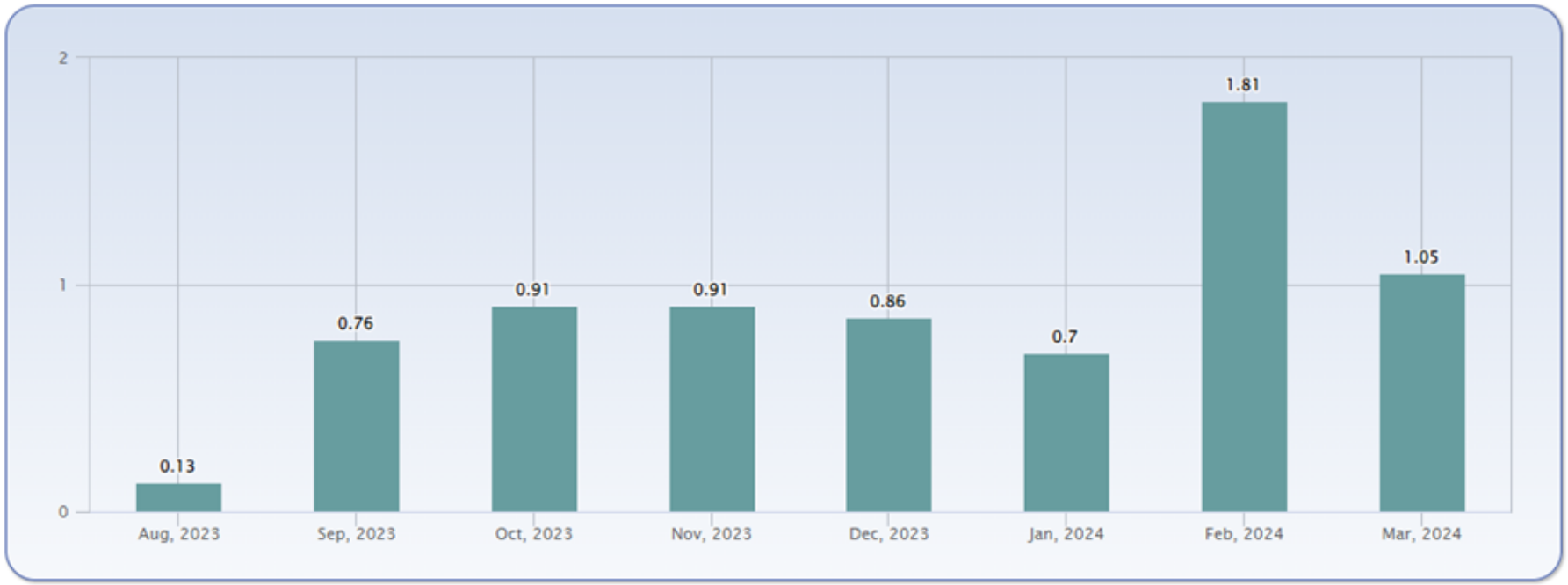
Clubs

Parent/family engagement- family paint-a-long night

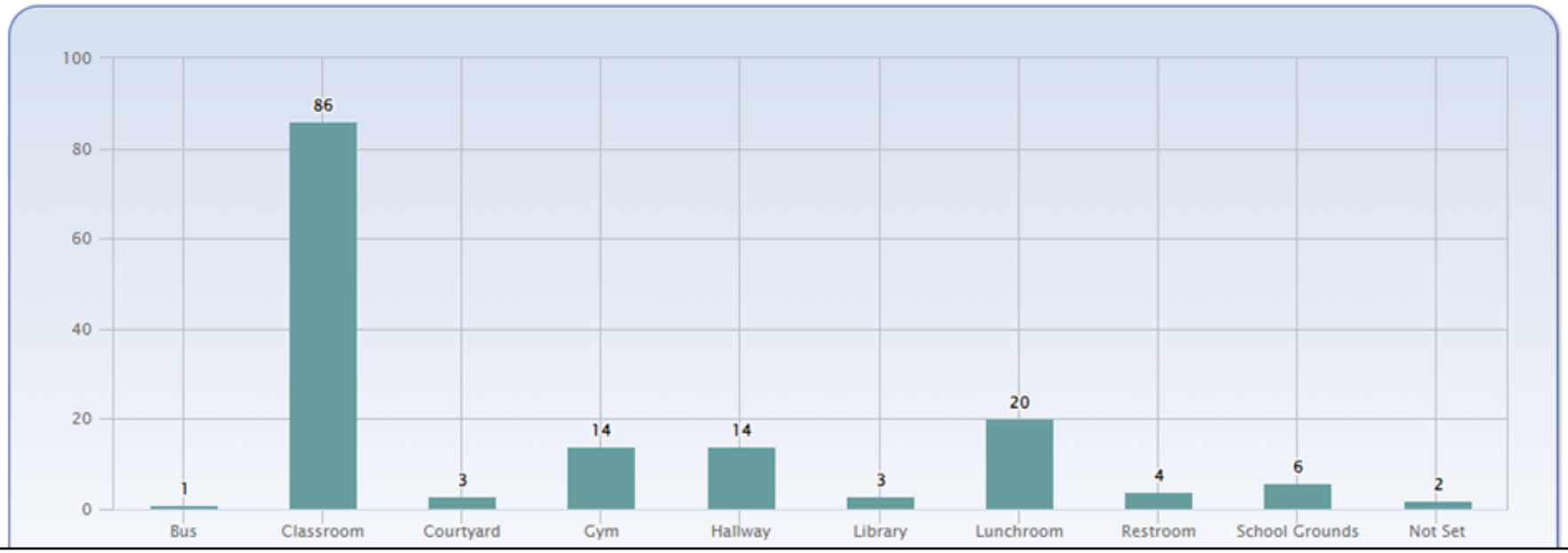
School-Wide Discipline Data

The data below indicates the school-wide discipline actions for this school year

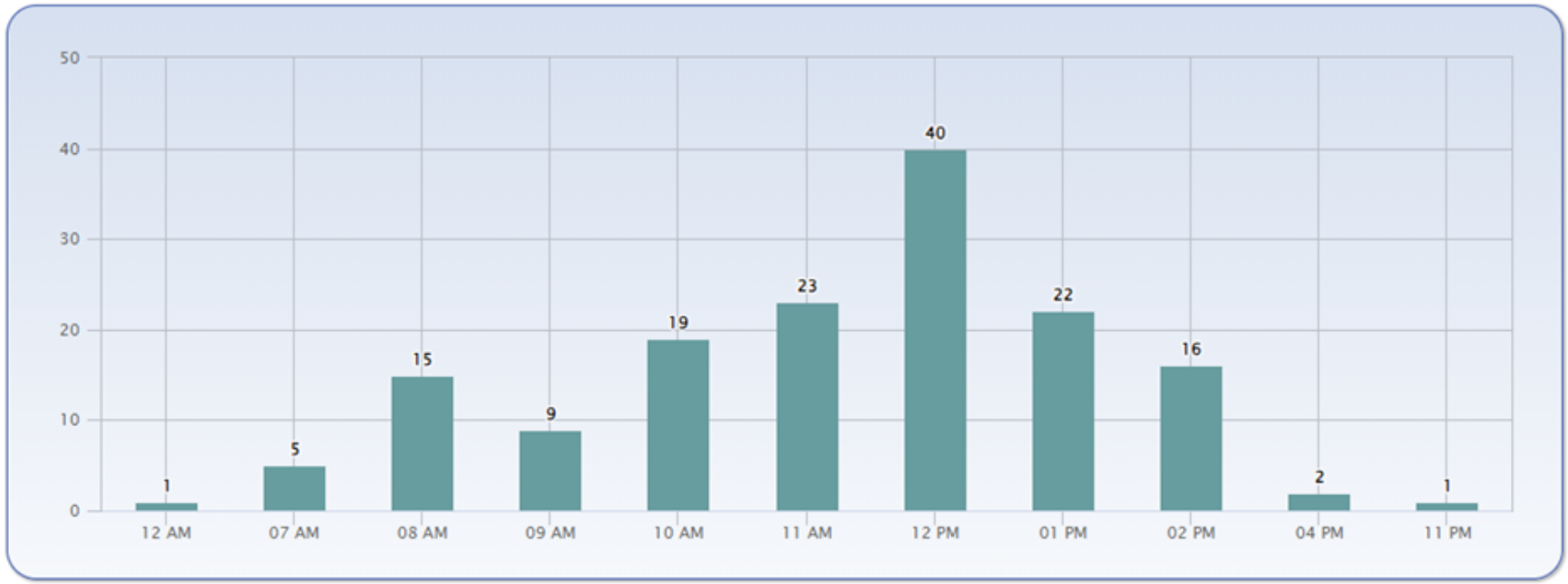
Office Referrals Per Day Per Month



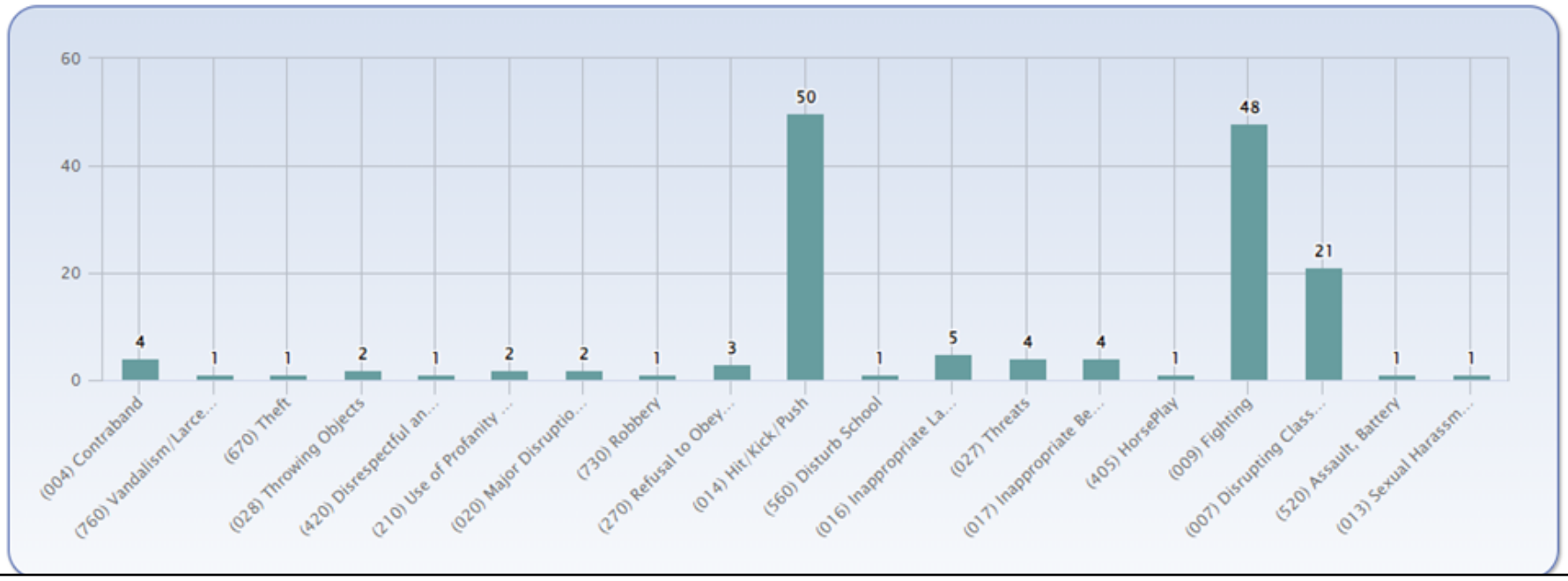
Office Referrals by Location



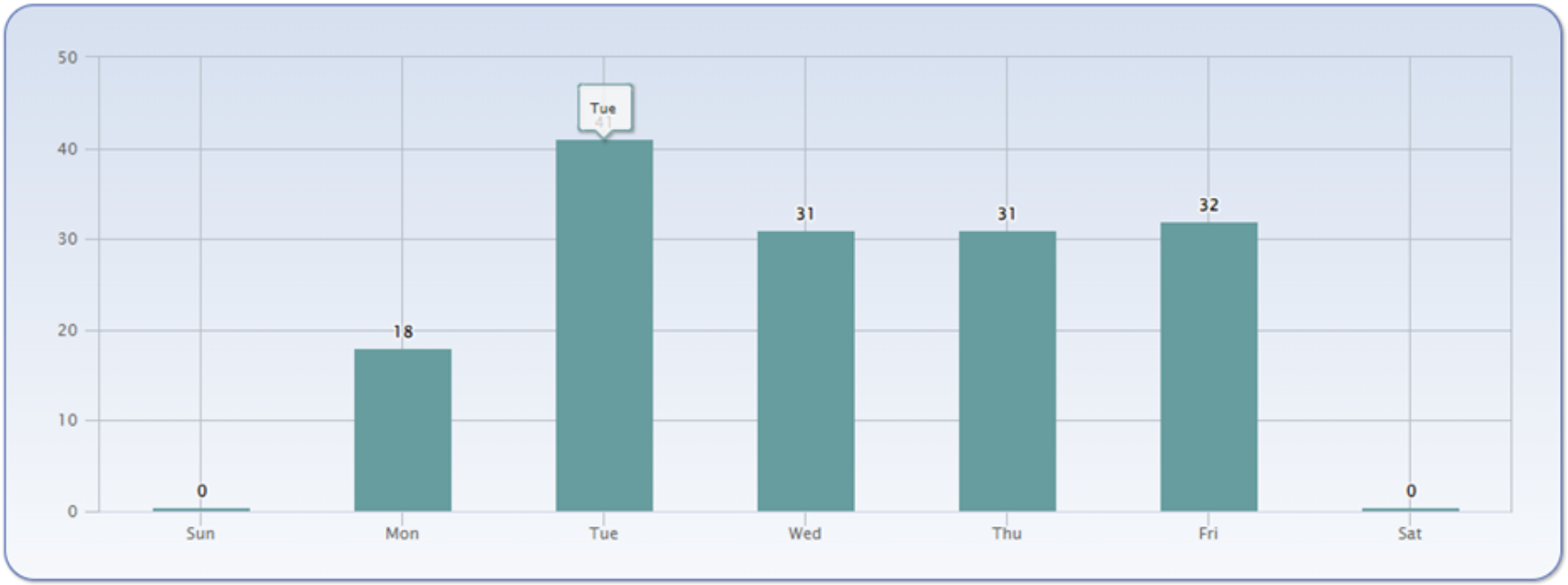
Office Referrals by Time Occurrence



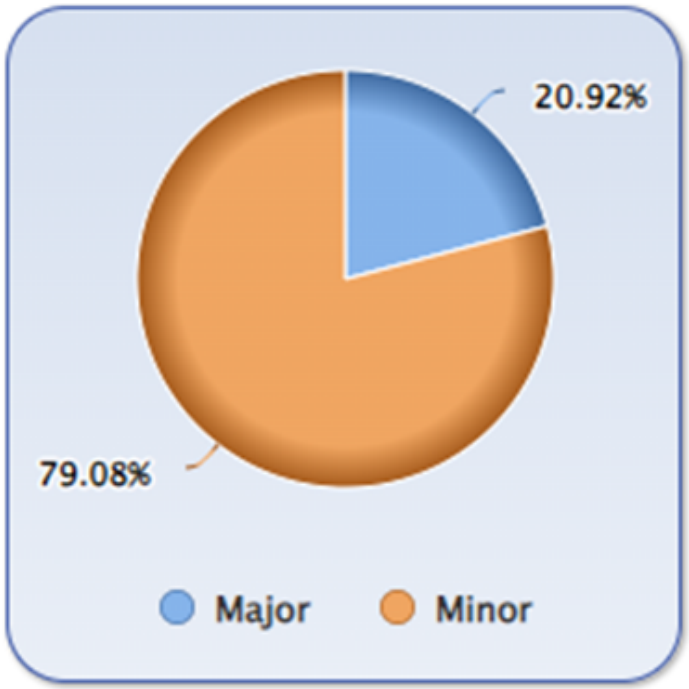
Office Referrals by Student Behaviors



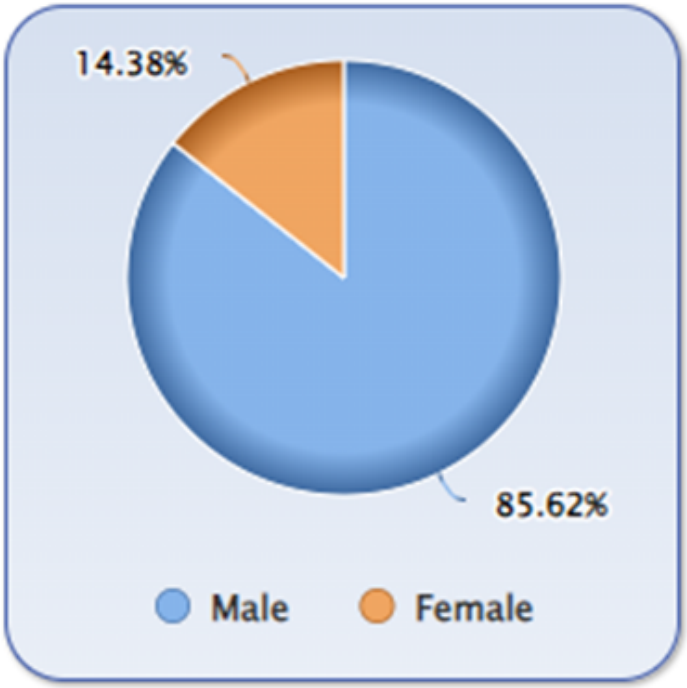
Office Referrals by Day of Week



Office Referrals by Student Behavior Significance



Office Referrals by Gender



Top 10 Office Referral Student Behaviors

#	Student Behaviors	No. of Ref.
1	(014) Hit/Kick/Push	50
2	(009) Fighting	48
3	(007) Disrupting Class/ Activity Or Making Excessive Noise	21

4	(016) Inappropriate Language	5
5	(004) Contraband	4
6	(027) Threats	4
7	(017) Inappropriate Behavior	4
8	(270) Refusal to Obey/Defiant	3
9	(028) Throwing Objects	2
10	(210) Use of Profanity or Gestures	2

Office Referrals by Ethnicity

Ethnicity	No. of Ref.	%
B	137	89.54
M	10	6.54
H	3	1.96
W	3	1.96
Total	**153**	**100**

Stakeholder Survey Data : Include SCDE REPORT CARD CLIMATE SURVEY RESULTS

Students

Teachers

Parents

I have added the survey data below. What does the data tell you? What are strengths and weaknesses according to the data? What is the need based on the data? Look closely at the number of parents who actually completed the survey. (B. Barwick)

The 2022 SCDE Report Card Rating for School Climate was Below Average. According to the 2022 School Climate Survey, only 84.2% of teachers were satisfied with their current working conditions.

The 2022 School Climate Survey Results pertaining to perception of safety for teachers and student show the following:

97.4% of teachers feel safe at Sandel before and after school hours.

78.1% of students feel safe at Sandel before and after school hours.

97.4% of teachers feel safe at Sandel during the school day.

81.5% of students feel safe at Sandel during the school day.

97.4% of teachers feel safe going to or coming from Sandel.

81% of students feel safe going to or coming from Sandel.

Results of the Teacher, Student, and Parent Opinion Surveys consisted of responses from 38 teachers, 184 students, and only 3 parents. The survey results are below:

92.1% of teachers were satisfied with the learning environment.

80.4% of students were satisfied with the learning environment.

66.7% of parents were satisfied with the learning environment.

81.6% of teachers were satisfied with the social and physical environment of the school.

77.5% of students were satisfied with the social and physical environment of the school.

66.7% of parents were satisfied with the social and physical environment of the school.

86.1 (% of students were satisfied with school-home relations.

100% of parents were satisfied with school-home relations.

Through continued collaboration with Communities In Schools of South Carolina, and other community stakeholders, William S. Sandel continues to implement evidence-based interventions and activities to improve the school climate and culture.

Other (such as school priorities)

William S. Sandel understands the potential lasting effects that Covid as had on our students and families in addition to the everyday traumas of life. We have implemented interventions and strategies to address the social emotional learning needs of students in an effort to positively impact the chronic absentee rate. Host quarterly conference style events for students to address social emotional and academic needs of learners. External speakers to include children's authors and motivational speakers. Topics to be covered include: online safety, environment safety, emotionally coming out of a pandemic, academic strategies to use at home, etc. Expenses to also include instructional materials: journals, academic resources and social emotional fidget items to support needs.

* Gifted and Talented

William S. Sandel has a gifted and talented program for grades 3-5 students. Sandel Elementary employs 1 Gifted and Talented teacher who services state and local identified students. The program supports students with high quality instruction through a rigorous curriculum focusing on English Language arts and mathematics.

4001 - Richland County School District One (4001) Public District - FY 2025 - Sandel Elementary (4001059) Public School - School Renewal Plan - Rev 0

Plan Items)

1 Student Achievement*

Performance Goal:

By 2029, 40% of students in grade 4 will score "Meets" or "Exceeds" on SC READY science assessment.

PM 1.1 By 2025, 75% of students in grade 4 will score or "Meets Expectations" or "Exceeds Expectations" as measured by the SC READY Science assessment.

Analysis of Actual vs. Projected Data:

Actual 2023 data:

S 1.1.1 Student performance on SC READY Science assessment.

Evidence-Based Research:

A Framework for K-12 Science Education; Practices, Cross Cutting Concepts and Core Ideas from the National Research Council 2012.

AS 1.1.1.1 Analyze Data

Action Step:

Administer grade level CFAs and then analyze data to guide instruction.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/6/2025

Funding Application	Grant	Notes	Amount
Other	Other	District level funding for Mastery Connect	$0.00

AS 1.1.1.2 Integrate Technology

Action Step:

Integrate technology resources during the science block that actively engages students in the learning process.

Person Responsible:

Science Facilitator

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	District level funding for digital resources	$0.00

AS 1.1.1.3 Professional Learning Opportunities

Action Step:

Provide ongoing systemic support to teachers on best practices, teaching strategies & methods that promotes student achievement.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	Year-long PLOs	$0.00

2 Teacher/Administrator Quality*

Performance Goal:

By 2029, 100% of teachers and paraprofessionals will attend 15 school/district professional development opportunities related to their academic content as measured by the sign in sheets, reflective summaries and/or True North Logic surveys.

PM 2.1 Meet annual target goals.

Analysis of Actual vs. Projected Data:

Actual Data 2018 PLO: 3 Projected Data 2023 PLO: 15

S 2.1.1 PLO sign-in sheets and reflective summaries.

Evidence-Based Research:

Harrison, D (1980) Meta-Analysis of Selected Studies of Staff Development. Unpublished phd, University of Florida, Florida.

AS 2.1.1.1 Professional Learning Community

Action Step:

Continue to implement PLCs to enhance team building, collaboration, and team planning.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	Year-long PLOs	$0.00

AS 2.1.1.2 Personalized Professional Development

Action Step:

Continue to provide professional development in needed areas as identified by school data.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	Year-long professional development opportunities	$0.00

AS 2.1.1.3 Reflective Summaries

Action Step:

Implement opportunities for post-professional development collaboration.

Person Responsible:

Leadership Team

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

3 Student Achievement*

Performance Goal:

By 2029, 40% of students in grades 3-5 will score "Meets Expectations" or "Exceeds Expectations" as measured by the SCREADY Math assessment.

PM 3.1 By 2024-2025, 32% of students in grades 3- 5 will score "Meets Expectations" or "Exceeds Expectations" as measured by the SCREADY Math Assessment.

Analysis of Actual vs. Projected Data:

Baseline 2023 Data: 27.3% Projected Data: 32% Actual Data:

S 3.1.1 Student performance on SC READY Math.

Evidence-Based Research:

Student Centered Learning. John Van Dewalle. 3rd ed. 2018.

AS 3.1.1.1 Analyze Data

Action Step:

Administer grade level CFAs and then analyze data to guide instruction.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	District level funding for Mastery Connect	$0.00

AS 3.1.1.2 Integrate Technology

Action Step:

Integrate technology resources during the math instructional block that actively engages students in the learning process.

Person Responsible:

Math Facilitator

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	District level funding for digital reources	$0.00

AS 3.1.1.3 Professional Learning Opportunities

Action Step:

Provide ongoing systemic support to teachers on best practices, teaching strategies & methods that promotes student achievement.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	Year-long PLOs	$0.00

4 Student Achievement*

Performance Goal:

By 2029, 57% of students in grades 3-5 will score "Meets Expectations" or "Exceeds Expectations" as measured by the SC READY ELA assessment.

PM 4.1 By 2024-2025, 42% of students in grades 3-5 will score "Approaching" or "Meets Expectations" or "Exceeds Expectations" as measured by the SC READY ELA assessment.

Analysis of Actual vs. Projected Data:

Baseline Data 2023: 37.1 Projected Data 24-25: 42% Actual Data:

S 4.1.1 Student performance on SCREADY Reading assessment.

Evidence-Based Research:

Bell, K., and Dolainski, S. 2012. "What Is Evidence-Based Reading Instruction and How Do You Know It When You SeeIt?" U.S. Department of Education, Office of Vocational and Adult Education, Adult Education Great Cities Summit. Washington, DC. Institute of Education Sciences. 2010. "Improving Reading Comprehension in Kindergarten through 3rd Grade." National Council of Teachers of English. 2013. "Comprehensive Literacy: A Policy Research Brief."

AS 4.1.1.1 Analyze Data

Action Step:

Administer grade level CFAs and then analyze data to guide instruction.

Person Responsible:

Reading Coach

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	District level funding for Mastery Connect	$0.00

AS 4.1.1.2 Integrate Technology

Action Step:

Integrate technology resources during the English Language Arts block that actively engages students in the learning process.

Person Responsible:

ELA Facilitator

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	District level funding for digital reources	$0.00

AS 4.1.1.3 Professional Learning Opportunities

Action Step:

Provide ongoing systemic support to teachers on best practices, teaching strategies & methods that promotes student achievement.

Person Responsible:
Reading Coach
Estimated Begin Date:
8/8/2024
Estimated Completion Date:
6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	Year-long PLOs	$0.00

5 School Climate

Performance Goal:

By 2029, parent perception of the school's climate survey will increase by 25%.

PM 5.1 By 2024-2025, parent perception of the school's learning environment will increase to 90%.

Analysis of Actual vs. Projected Data:

Baseline Data: N/A Projected Data 2024-2025: 90% Actual Data:

S 5.1.1 Survey results from the SDE parent survey.

Evidence-Based Research:

Clinton, J., Hattie, J. A. C., and Dixon, R. (2007). Evaluation of the Flaxmere Project; When Families Learn the Language of School. Wellington, New Zealand; Ministry of Education, New Zealand.

AS 5.1.1.1 Parent & Family Engagement Opportunities

Action Step:

Provide year-long schoolwide activities that promotes family and learning engagment.

Person Responsible:

Parent Engagement Specialist

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount

Other	Other	Family engagement opportunities	$0.00

AS 5.1.1.2 Monthly communication

Action Step:

Provide monthly communication calendars to parents, use of AutoDialer for school announcements and utilize Class Dojo for day to day parent communications.

Person Responsible:

School Staff

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	Parenting communications daily, weekly and monthly	$0.00

AS 5.1.1.3 Parenting Center

Action Step:

Provide a parenting center with current resources.

Person Responsible:

Parent Engagement Specialist

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	Year-long parenting center availability	$0.00

6 Teacher/Administrator Quality*

Performance Goal:

By 2029, school leadership team will increase certified staff retention rate to 85%.

PM 6.1 By 2024-2025, Staff retention will increase to 78%

Analysis of Actual vs. Projected Data:

Baseline Data 2023: 75% Projected 24-25 Data: 78% Actual Data:

S 6.1.1 School Mentoring Assignment List, Meeting Schedule & Meeting Agendas and Student Learning Objectives (SLO)

Evidence-Based Research:

Carver-Thomas, D. & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. Palo Alto, CA: Learning Policy Institute.

AS 6.1.1.1 Mentoring & Onboarding

Action Step:

Provide mentoring and onboarding support for new teachers.

Person Responsible:

Leadership Team

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	Mentoring List	$0.00

AS 6.1.1.2 School-wide PLCs

Action Step:

Continue the implementation of school-wide PLCs.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	PLC Schedules	$0.00

AS 6.1.1.3 Professional Offerings

Action Step:

Provide information to support and assist certified staff in staying abreast of current professional offerings.

Person Responsible:

Curriculum Resource Teacher

Estimated Begin Date:

8/8/2024

Estimated Completion Date:

6/8/2029

Funding Application	Grant	Notes	Amount
Other	Other	PLC Schedules	$0.00

4001 - Richland County School District One (4001) Public District - FY 2025 - Sandel Elementary (4001059) Public School - School Renewal Plan - Rev 0

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 et seq. (Supp. 2004))

* Yes	**Academic Assistance, PreK-3**
	The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes	**Academic Assistance, Grades 4-12**
	The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes	**Parent Involvement**
	The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
* Yes	**Staff Development**
	The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
* Yes	**Technology**
	The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* Yes	**Innovation**
	The school funds innovative activities to improve student learning and accelerate the performance of all students.
* Yes	**Collaboration**
	The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
* Yes	**Developmental Screening**
	The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

* N/A	**Half-Day Child Development**
	The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* Yes	**Developmentally Appropriate Curriculum for PreK-3**
	The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
* Yes	**Parenting and Family Literacy**
	The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* Yes	**Recruitment**
	The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
* Yes	**Coordination of Act 135 Initiatives with Other Federal, State, and District Programs**
	The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

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Not Applicable

The SBE has the authority to waive regulations pursuant to SBE Regulation 43-261 (C) District and School Planning which states:

"Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved school strategic plan or school renewal plan."

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process: http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/

	District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved school strategic or school renewal plan.
1.	Teachers teaching more than four (4) preps (SBE Regulation 43-205)	
2.	Teachers teaching more than 1500 minutes (SBE Regulation 43-205)	
3.	High School Principal over two schools or grades more than 9-12 (SBE Regulation 43-205)	
Other:	SBE Regulation	

Related Documents

4001 - Richland County School District One (4001) Public District - FY 2025 - Sandel Elementary (4001059) Public School - School Renewal Plan - Rev 0

Optional Documents		
Type	**Document Template**	**Document/Link**
Additional Documentation	N/A	

Checklist

4001 - Richland County School District One (4001) Public District - FY 2025 - Sandel Elementary (4001059) Public School - School Renewal Plan - Rev 0

Checklist Description (Collapse All Expand All)

1. Plan Information and stakeholders	Approved	Pat Ciccantelli	9/3/2024 11:55:53 AM
1.01 Information is complete and appropriate.			
2. Needs Assessment	Approved	Pat Ciccantelli	9/3/2024 11:55:53 AM
2.01 Needs assessment link is correct			
2.02 Needs assessment is clear, thorough and appropriate.			
3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps	Approved	Pat Ciccantelli	9/3/2024 11:55:53 AM
3.01 All required goal areas have been addressed.			
3.02 Goal statements are complete and appropriate.			
3.03 Goals have all required parts completed.			
3.04 Action steps are complete and appropriate.			
4. Read to Succeed	Not Applicable	Pat Ciccantelli	9/3/2024 11:55:53 AM
4.01 Responses are complete, thorough and appropriate.			
5. Assurances	Approved	Pat Ciccantelli	9/3/2024 11:55:53 AM
5.01 Responses are complete, thorough and appropriate			
6. Related Documents	Not Applicable	Pat Ciccantelli	9/3/2024 11:55:53 AM
6.01 If applicable, uploaded documents are correct and appropriate.			